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Report of the

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Extension Retailer Education

Clinic, ¹⁹⁵²



PURDUE UNIVERSITY

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June 1 - 6 1952

Extension Retailer Education Clinic
Purdue University, June 1-6, 1952

A national working conference dealing with Extension's marketing work with retailers and handlers and designed especially for:

1. Extension personnel engaged in the work; and
2. Other extension workers contemplating starting retailer education work.

Objectives:

1. To consider and evaluate up-to-date research and educational material in retail marketing.
2. To exchange ideas and experiences.
3. To examine methods and techniques of planning, conducting, and evaluating retailer education work.
4. To consider the potentials of Extension's job in retail marketing education.

Planning:

In response to an indicated need and requests from interested States, the Retailer Education Clinic was approved by the Extension Committee on Organization and Policy.

All States with retailer education programs were circulated regarding program needs and content. After which a committee composed of Lloyd Davis, N.Y., Raymond Higgins, Mich., Lewis Norwood, Mass., and Eric Oesterle, Indiana was appointed by H. M. Dixon, Federal Extension Service. R.S. Beck and M.G. Lacy, Federal Extension Service, assisted the committee.

This committee met in Washington, D.C., April 21-23 to consider recommendations and to formulate a program. The respective committee members followed through as a steering committee during the week of the clinic.

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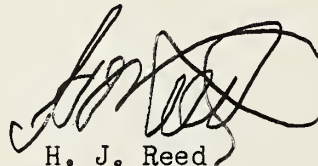
Welcome
H. J. Reed, Dean and Director
Agricultural Experiment Station, Extension Service
Purdue University

We are pleased to welcome this distinguished group to Purdue. We recognize the great opportunity that the Agricultural Extension Service has to make definite contributions to the agricultural industry by assisting in developing improved programs of marketing.

Our experience in this state has demonstrated the interest in retailer education, and workshops of this type aid in improving the methods and techniques of doing the job. Getting together to exchange experiences is worthwhile and stimulating.

In many respects, this is a new field of endeavor for the Extension workers. It is necessary to work with and gain the confidence and cooperation of a special group of non-farm people. We have not been intimately associated with their line of business and they will be skeptical - rightly so. Competency, tact and diplomacy are necessary. It is a job that we can and should do.

I hope the time you spend here will be productive, and that the total efforts of the Agricultural Extension Service in the whole field of marketing and distribution will be strengthened.



H. J. Reed
Dean and Director

OPENING REMARKS

H. M. Dixon
Division of Agricultural Economics
Extension Service, U. S. Department of Agriculture

Extension work to assist retailers and other handlers with principles and improved business practices in the merchandising of farm products is making good progress.

It represents one of the newer areas of marketing educational work on which Extension is placing increased stress under the Research and Marketing Act. We are fortunate that the availability of Title 11 RMA funds is making it possible to meet needs such as this for marketing work that could not otherwise be done. In giving increased attention to problems of largest immediate significance this retailer program from its beginning has seemed to offer much opportunity.

The changing food marketing situation facing producers, handlers, and consumers is calling for more subject matter and larger educational programs in marketing and especially in the retailer and consumer fields. Your work represents a significant start in providing better agricultural marketing assistance to the retail trade.

At your first conference in November 1949, seven States (Florida, Indiana, Maryland, Michigan, New York, Pennsylvania, and Wisconsin) and Hawaii were represented. At that time five States were just getting started in this work. Now, nine States have active retailer programs with full time specialists and a number of others are doing some work in this field. These programs were started with fruits and vegetables. But some now are being expanded to include poultry and meats. At this conference, seventeen States and Hawaii are represented.

You are to be commended in already obtaining many recognitions of the value of this service to the people assisted. The results of your work have been sufficient to indicate its great value to retailers and other handlers, as well as to producers and consumers. Enough of this work has been done to indicate its large potential as it is expanded locally, regionally, and nationally. We would expect this work to have substantial future growth.

At this week's conference attendants are practically all technically trained Extension workers in this field. With you also are research and Extension administrators and other outstanding authorities in the retailer field.

During this week we will have an opportunity to become fully informed of the work under way, its purpose, scope, procedures, and strong and weak points. In this program the following should become apparent:

1. Extension's opportunities and responsibilities in this field.
2. The best methods of obtaining the cooperation and participation of all groups and agencies concerned with the problem and the program.
3. The types of subject matter needed, its assembly, interpretation and dissemination.
4. Means of measuring progress.

All this, I believe, should clarify our ideas about this work and better enable us to further develop and conduct our programs in this promising field.

THE JOB AHEAD IN EXTENSION RETAILER EDUCATION

Earl L. Butz, Head
Department of Agricultural Economics
Purdue University

The Extension Service received a broad mandate in the Research and Marketing Act passed in 1946, to enter a whole new field of activity. This new responsibility for the Extension Service came coincidentally with a change in emphasis in our entire agricultural programs.

During the 1920's, when our farm problem first became acute and government began attacking the problem directly, our emphasis was primarily on orderly marketing, encouragement to farmer cooperatives, and export dumping proposals. In the 1930's, our emphasis shifted to an attempt to shrink the supply of agricultural products through the Agricultural Adjustment Administration, and other related programs. This approach carried implication that our power to produce had outrun our power to consume, with result that our production plant had to be reduced. In the late 1930's and through the 1940's, agricultural programs tended to emphasize expanded consumption through such programs as the School Lunch Program, the Mattress Program for surplus cotton disposition, and the like. In 1946, with passage of the Research and Marketing Act, emphasis in our agricultural programs shifted to expansion of consumption through educational work with consumers and with the distribution trade.

NEW SET OF RELATIONSHIPS INVOLVED

The program of Extension Retailer Education makes you men pioneers in Extension. You are embarking upon a new type of program. This involves a new group of people for you to reach, and a new group of people for you to work through. This will call for a re-examination of the traditional relationship between the Extension Specialist and the County Agricultural Agent. This will necessitate the development of a new set of attitudes on the part of Extension workers generally. Henceforth, our attitude must not be as narrowly agricultural as it has been previously. We strive now not to serve the agricultural industry and population primarily, but to serve 153 million Americans to the end that nutritional levels may be raised, efficiencies may be introduced in the marketing mechanism so that the producers' returns can be maximized while at the same time consumers get their foods at more reasonable prices, even while retail distributors are increasing their net profits. All three of these goals can be accomplished simultaneously, if the Extension Service is able to do for the distribution trade what it has done for the producers of food and fiber.

This new program will be more difficult than was many of our former and present programs of Extension work. We will have to work with people who are not used to Extension work and who are unfamiliar with the Extension philosophy. They will misunderstand our motives, and not be sympathetic with our approach. We will be working with people who are suspicious of agriculture and of farmers generally. Some of the people with whom we work will be critical of many of the governmental farm programs that have been current in recent years, and will somehow associate us with them. Some of these people will remember that farmers and farm organizations have made a great fuss about excessive marketing charges and retailer margins, and they will be suspicious of anybody from the Extension Service who might be coming to them to "lower their gross margin." Our job is to convince members of the retail trade that we have some techniques and practices which, if adopted, will "increase their profits." And there is nothing wrong with increasing their profits! That is the approach we have used with farmers for four decades, and that is the approach we must now use with the distribution trade. Furthermore, it will be in the national interest to do this. The process of competition will diffuse gains from increased efficiency to the entire population. That is the basis on which we justify our Extension work generally.

BIG OPPORTUNITY FOR EFFICIENCY GAIN IN RETAILING

We are now attacking the marketing problem where there is a real opportunity for improvement, namely at the retail level. In former years so much of our efforts in marketing Extension work were directed at the farm level. We were trying to improve the efficiency of farm to market movement of food and fiber, promote better packaging, better grading at the farm, and the like of that. However, the proportion of total marketing costs represented by services performed on the farm is very small indeed. In the case of many products, if this charge were eliminated completely, it would not have much effect upon total marketing margins.

Historically, many of us in agriculture have been talking and working for some three or four decades to increase the farmers' share of the consumers dollar. Historically, however, the farmers' share of the consumer dollar has tended to decline, as marketing and processing became more specialized. Colonial farmers received 100 percent of the consumers' dollar, as they had to deliver most of their produce directly to the consumer's door. Some farmers still do the same thing today. However, most farmers are content to concentrate their efforts on production, where they excel, and leave the marketing process to someone else. Even so, we still fight "the battle of the farmer's share." At the present time the farmer gets roughly fifty cents out of each dollar spent by the consumer. This is higher for some products and lower for others.

Traditionally, in Extension, we have been working on that fifty cents of the consumer's dollars which the farmer receives. This is in the production field. We haven't done too much with the other fifty cents that he doesn't receive. We now turn our attention to this important area.

For most farm products, retailing is the most expensive part of marketing. It averages about fifty percent of the total marketing charge. It is easily apparent, therefore, that we are now digging in pay dirt. We are now attacking that part of the marketing process where there is a real opportunity to increase efficiency, to improve the effectiveness with which personnel works, to reduce costs and ultimately to increase profit to the retailer himself.

WE NEED A BROAD PROGRAM OF RETAILER EDUCATION

You who are working in this new field of Extension Retailer Education are truly pioneering. You are now in an elementary stage of Extension work in this project. You are now dealing with "practices," such as care and display of fruits and vegetables, trimming, pricing, merchandising, and the like. We need to look ahead to a broad program of Extension education in retail management, or perhaps I should say in store management.

We have a parallel comparison in the field of farm management Extension. When extension work started in farm management some thirty years ago our Extension specialists dealt almost entirely with "practices," such as feeding, fertilization, rotations, care of livestock, and the like. Later our Extension specialists began to deal with "combination of practices," or "highest profit combination of enterprises." Then they truly became "management specialists." Now they have advanced to the stage where they deal with the economics of agriculture and farming in the broadest possible context.

I can visualize the day not too far distant when our Extension specialists in the retailer education field will be discussing the broader problems of store management with food store operators. Of course, they will still deal with practices, but they will be fitting the practices together in an economic manner, just as our farm management extension men have done in recent years.

INCREASED PROFIT IS OUR GOAL

Our primary goal in Extension Retailer Education is increased profit for the retailer. Reduced marketing margins will be a secondary benefit that will flow from the work.

You never need to apologize to anyone for trying to increase the profit of a store operator or manager. After all, profit is still a good word in the American language. We operate under the profit system. A retail

store operator is entitled to profits just as surely as is the producer of foodstuffs. As a matter of fact, the goal of Extension work with farmers for many years has been to increase the net profits of the individual farmer. We have justified this on the basis that the process of competition would diffuse the benefits to the entire population through more food and fiber at lower cost. We have never apologized to anybody for trying to increase the profits of individual farm operators. By the same token, we must have identically the same goal for the retailers with whom we work.

Your approach to the individual retailer will be much more effective if he understands that you may have something that will help him increase his profit. Imagine how far you can get if you approach a store operator and say, "I want to work with you for a day or two to see if I can reduce your gross marketing margin." He would probably kick you out on your ear. However, if you tell him, "I think I have an idea or two that might enable you to increase your volume, to reduce your unit costs, and, therefore, to increase your profit," you will find a very cooperative retailer. Of course, you hope that as his profits increase as a result of a better job, benefits will accrue not only to the retailer, but to the producer and consumer as well. Out of the whole process then, through the operation of competition, will come lower marketing margins, lower cost to consumers, higher returns to producers, and a raised nutritional standard for consumers generally.

There will be another important benefit. Your work to improve the efficiency of retail distribution outlets will ultimately help to preserve a free marketing system. If distribution is inefficient and costly, the public will be sympathetic with governmental attempts to take over and regulate distribution. They will not tolerate a disproportionately large share of their dollar going for distribution, if the process is not done efficiently.

Don't apologize to anybody for attempting to increase profits in the distribution system. Profit is the incentive that made United States the great and prosperous nation it is. Profit is the cornerstone of a free retail system. And a free distribution system is essential to a free agriculture.

Hence, our Extension retail education program will not only benefit both producer and consumer (and retailer) in dollars, but it will contribute mightily to the preservation and strengthening of the free enterprise system which made America great.

WHAT EXTENSION MUST DO -

If it wants to continue to be in a position of leadership in agricultural and home economics programs.

If it wants to serve a larger portion of the people of the United States, dealing with a significant phase of their interests.

L. A. Bevan, Director of Extension Service
New Hampshire

I. Extension's New Opportunity

- A. Until recently extension's marketing emphasis has been to get farmers to do a better job individually or cooperatively.
- B. With more experience and more analysis recognition grew that good marketing involved more than farmers part, however well that is done.
- C. Passage of Research and Marketing Act gave impetus to Extension expanding its efforts.
- D. In the fall of 1950 a nationwide committee of directors met in Chicago and outlined a long-term across the board educational program in marketing and distribution. This group stated that:
 - 1. Educational work with the farmer on his farm or farmer's organizations cannot go the whole way in solving agriculture's marketing problems --- Much of the emphasis needs to be placed upon educational work with non farm groups, processors wholesalers, retailers consumers.
 - 2. Extension's objective is to raise the level of efficiency with which farm products are distributed from farm to consumer.
 - 3. It is a big job -- comprising

5,000,000	Producers
2,000,000	Handlers and operators
150,000,000	Consumers

4. It will need increasing financial support - \$11,000,000 total
\$3,000,000 for concentration on distributor and retailer work between 1953 and 1957

II. Will Extension Seize the Opportunity -

A. Positive Factors

1. A going organization, using practical methods
2. A widespread organization
Well set up State staffs
County agricultural agents all over
Home demonstration agents in many urban areas
3. Have gained much experience in marketing - use the informal approach - demonstrate
4. Work closely with research staff -- Have good facilities for using and distributing research findings
5. Live, work and feel a responsibility to local communities
6. A strategic time to start
Retailers and consumers are conscious of high food costs
A latent interest ready to accept facts
7. Extension only agency that combines these factors into our organization
8. The very fact that a dozen directors met and outlined a favorable report, specific in its presentation

B. Some Limiting Conditions

1. Whether those guiding extension recognize and accept the need for an extension marketing program dealing with other than farm groups
2. Whether land grant college administrators will see the advantage of such an expanded program, and see the greatly added support that can come from trade such as retailers, consumer groups.
3. Whether farm organizations can visualize the long run benefits to producers, even though it goes beyond the traditional role of Extension.

4. The need for additional staff who have an extension philosophy but with a marketing interest and training.
5. More definite concentration by research staff on problems of distributive merchandising and consumption.
6. Marketing and distribution run into some hot spots - controversial matters.

Can we handle these things and keep out of trouble?

III. All These Matters Can Be Summed up Briefly:

- A. There is a big educational job to be done after the farmer has done his part.
- B. In food alone the annual expenditures estimated total \$37,000,000,000.
Retailing is a significant part of this job; both in costs and type of service rendered.
Retail grocers estimate that a modern retail store handles 2500 to 3000 items.
- C. Changes in processing, packaging, and self service warrant research and education applied to retailing.
- D. Will we tackle the job or not
- E. A recent study of organizations indicates that
 - (1) Long established agencies tend to become efficient in operation and become static as to program
 - (2) New agencies are more wide awake with programs that apply to new conditions although their efficiency in operation is not too high.
- F. Has extension reached the condition that it is not interested in a field of operation that will touch the lives of so many persons - producers, distributors, and consumers.
- G. Will extension accept the challenge or be satisfied to work with a small segment of our population in a continuing restricted field of operation.
- H. My own answer -- an opportunity in marketing field comparable to that - available to extension on production in 1914.

EXTENSION'S JOB IN MEETING PROBLEMS AND
EDUCATIONAL NEEDS OF FOOD HANDLERS *

Scope:

Extension's educational program in the field of food distribution is an activity among personnel of food handling and distributing agencies, with primary emphasis on work with retailers and wholesalers. This includes work in areas such as maintenance of product quality, reduction of spoilage losses, source and availability of supplies, information about products, preparation and uses, business principles, pricing procedures, merchandising practices and customer relations, training of personnel and more efficient use of space, facilities and equipment.

Objective:

The objective of the work is to assist retailers and other food handlers in increasing the efficiency of their operations through adoption of better methods. The accomplishment of this objective will mean greater profit to the retailer and will, in our free enterprise system, be reflected in better returns to the producer and greater satisfaction to the consumer.

Procedure:

This objective can be accomplished by an Extension program that:

1. Utilizes Extension personnel in many fields and existing Extension organization, modifying and supplementing these as necessary to meet the needs in this field.
2. Is coordinated with Extension programs for producers, consumers, processors and other groups.
3. Relies for guidance and leadership in program planning and execution on representatives of various segments of the industry and other related groups who are familiar with the most important problems and educational needs of food distributors.

* A report prepared by a committee composed of Eric Oesterle, Ind.; Lewis Norwood, Mass.; Raymond Higgins, Mich.; Lloyd Davis, N.Y.; Raymond C. Scott, Ohio; and Roy Beck and Milo Lacy, Extension Service, USDA. Assisting the committee as consultants were: J. C. Bottum, Indiana; Charles Eshbach, Mass.; and Dr. Barnard Joy, USDA. This report was considered by the group as a whole and represents the consensus of their thinking regarding the objectives, scope, procedures, and status of Extension's marketing work with food retailers and handlers.

4. Works first toward a solution of those problems recognized by the trade that offer the greatest opportunity for material accomplishment in light of factual information available and capabilities of Extension personnel.
5. Approaches problems from the viewpoint of retailers and other food distributors.
6. Relies heavily on research results as a source of unbiased factual information.
7. Makes full use of a variety of teaching methods that have been successfully used by Extension workers for a period of years and new methods particularly adapted to this field.
8. Stimulates action by individual retailers and other food distributors through the use of the most reliable information for the solution of their problems.
9. Interests and encourages commercial firms, trade and other organizations to participate in the dissemination of information and to stimulate the adoption of practices which will lead to greater efficiency in food distribution.
10. Provides for the in-service training of the personnel engaged in the program including exchange of experience and, when needed, work experience in the industry.
11. Is strengthened by continuous appraisal of the degrees to which results achieved are meeting the needs.

Present Status of the Program:

While Extension has been doing work in this field for many years, the period of concentrated effort has been confined to about five years. In this period, programs have been initiated and successfully developed in about one-fourth of the States and similar programs are in the planning or developmental stage in other States. These programs have demonstrated successful Extension education with retailers, wholesalers and other groups.

Primary emphasis has been placed on fruits and vegetables, while recently work with poultry products and meats has been developed.

In general, Extension personnel have been interested in the over-all efficiency of the marketing operation, and several approaches have been used in an effort to accomplish this end.

In some States schools are being conducted for store personnel and others, demonstrating skills and practices concerning care and handling, display, cutting techniques and also including merchandising, records, store analysis, ordering, etc.

Another approach emphasizes taking to retailers, wholesalers and other food distributors information that has resulted from research on specific commodities.

It is important that Extension specialists selected for this field have a broad understanding of economic and biological principles, marketing practices and problems and educational organization and methods.

RETAILER MARKETING EDUCATION IN ALABAMA

Austin Ezzell

Retailer marketing education in Alabama is being organized by county extension workers on a county basis. The specialist in distributor marketing serves as an instructor in schools organized by county farm and home agents.

These schools, at present, are held for fresh fruit and vegetable retailers. All store owners, managers, produce department managers and produce clerks in a county are invited to attend a one-day school. If enrollment exceeds 20, arrangements are made for schools to be held on more than one day.

Local wholesale fruit and vegetable dealers provide from 20 to 25 items of fresh produce for use in the schools. This produce is reclaimed by the wholesalers at the end of the school.

Equipment manufacturers and dealers in the State provide refrigerated display cases and service them during the schools. Local retail associations, chambers of commerce, civic clubs, and other business groups serve as sponsoring agencies.

Most schools in Alabama have been held during store working hours. One school has been held and several others have been planned, however, on the basis of two evening sessions. This seems to be a very good arrangement in rural counties.

Every county agent in Alabama is being encouraged to plan retail schools. Six counties already have held schools and definite plans are being developed in several other counties. Apparently some of the keenest interest among retailers in the state is in the most nearly completely rural counties. All extension people in Alabama (administrative as well as subject matter) feel that this provides an opportunity for bringing small town retailers into the extension program in a very constructive manner. It is the consensus also that retailer education can help the "rural" town retailers with many distribution problems to a greater extent than it can help their contemporaries in the larger cities.

The county agent is in charge of all arrangements. He arranges for fresh fruits and vegetables, a refrigerated case, ice for an overnight storage demonstration, and an apron for each enrollee. He invites the retail association or other business group to assist him. And he uses the usual extension methods of publicizing the schools: personal contacts, telephone calls, announcements at civic clubs, radio, newspaper, circular letters, message from him to retailers delivered by wholesale route men, etc.

Each day's school is demonstration-participation in nature and deals with improved methods of buying, handling, preparing for display, displaying, pricing, merchandising and simple record keeping.

CONNECTICUT RETAIL EDUCATION PROGRAM

William H. Drew

We have started to set up a school to be held in Hartford this coming fall. It will be of the small class participation type. This school was requested by a wholesale organization. The contacts have been between this organization and the county agent. The school will probably be held on three successive Monday nights.

In our attempt to reach produce retailers through a mass media means, we are carrying on with a program that involves preparing a series of small folders on the retailing of single, specific commodities, i.e., Retailing Carrots, Retailing Sweet Corn. These leaflets are sent to our mailing list of about five thousand retailers when these crops are in season locally.

Last year our apple advertising program was started in one of our counties. The main objective of this program was to help retailers move apples at harvest time. Many of our apples go into cold storage, but there is quite a surplus in the fall. This program is carried on by the growers with their money. The county and State staffs assisted in the organization of the project. So successful was this work last year that we hope to expand it into a statewide program in the near future.

At the present time some emphasis is being put on roadside marketing. This type of retailing is of great importance and has even greater potentials in Connecticut where producers and consumers are close to one another. Information is being gathered on the operating methods of these markets. This information will be passed on to future roadside retailers in the form of lectures and extension bulletins. We hope to include these roadside operators in our retail education schools.

Some work has been done and more will be done this coming season on the store-door delivery of fresh produce from the farms. This type of program will also be discussed at the retail schools to explain the advantages to retail store operators.

ACTIVITIES IN RETAIL EDUCATION IN FLORIDA

Stanley E. Rosenberger

In organizing a retail training group the project leader goes into an area where the county agent has expressed a desire for this type project. From the county agent's office wholesalers of the area are contacted either as individuals, or through an organization such as co-ops or chains. Those retailers that wish to cooperate in a training program are organized into groups of 10 to 20 people and a store conveniently located for each group is selected as a meeting place. The meetings are held at night after the store has closed and all display and demonstration materials used are regular store equipment or merchandise. Each group gets four classes spaced one week apart and lasting for 2 hours. The first class covers buying, receiving, and preparing for display. The second class covers building displays that sell. The third class is on care and handling, and the fourth is on prepackaging, management and pricing.

After the classes are completed, the project leader visits each cooperating store to make on-the-spot recommendations and to help work out individual problems.

In many cases retailers have put into practice one or more ideas they picked up during the classes before the project leader visits the store. Others make changes as they can, such as rearranging the store layout or improving their display and handling facilities. Most of the cooperating stores show increased fresh produce sales with less loss. In fact, some of the stores claim they double their produce sales within a few months after taking the training. Retailer interest and enthusiasm comes from improved sales, better satisfied customers, greater profits and less spoilage.

The favorable response and the cooperation received from this type program would seem to justify continuing it another year in its same form.

ILLINOIS RETAIL EDUCATION PROGRAM

W. F. Lomasney

The University of Illinois Agricultural Extension program for food retailers has been active for only one year. In this period of time seven clinics have been held in five areas of the State. About 185 persons have been registered in these short course programs of eight hours each. In addition three specialized merchandising sessions have been held as part of the follow-through activity of the project. In-store work is an integral part of the basic program. These market visits have dealt mainly with merchandising and management problems. We have moved towards creating a program that treats the causes of market inefficiency rather than the more obvious symptoms. In directing our activities towards management we have provided a program that serves to stimulate, inform and educate store owners and managers in the principles, methods and approach to modern retail merchandising of perishable fruits and vegetables.

It should be stressed that the Illinois program is not being designed to compete with the efforts of existing trade organizations. On the contrary we are developing a long term project that should supplement the work of trade groups. Excellent working relationships have been established with such groups as the National Association of Retail Grocers, the Illinois Retail Grocer Association, the Illinois Association of Ice Industries, several service wholesale companies and other local business association groups.

Through broad basic retailer produce schools, a program has begun with the objectives of -

1. Creating sound working relationships with trade people and, in the shorter run,
2. Establishing standards that can be used by retail management to measure their own performance in the light of modern demands.

PROGRESS REPORT OF THE PURDUE RETAIL
MERCHANDISING PROGRAM

Eric C. Oesterle

In a progress report one is often tempted to play heavily upon the success story rather than to relate the many sad experiences which in turn have brought about the development of a successful approach to doing a job. In drafting this report, I am guilty of the above. However, it should be stated that progress over the past three years, is the result of many trials and experiences from which a pattern has developed which has proven successful in Indiana.

The Purdue Retail Merchandising program approaches the problem of increasing efficiency of retail food distribution in the following manner.

- 1 - Basic retail training schools, fresh fruits and vegetables, meats, poultry.
 - training for clerks and managers in care and handling, pricing, displaying and general merchandising of meats, fresh produce, and poultry.
 - classes in each of the three subjects limited to 8-12 persons, are offered either in one eight hour day session or two consecutive four-hour evening sessions.
 - classes are held in a large, especially equipped mobile classroom, actual merchandise is used; class participation encouraged.
 - registration fee of \$10.00 per store, includes all three schools. Extension diplomas are presented at completion of each school.
 - handbooks, covering material presented in program, plus supplementary information are distributed to each store attending.
- 2 - Service Call Backs "in store training"
 - Call backs are made to all stores attending the basic schools. Special attention is given to specific problems and to application of basic principles stressed in schools.
- 3 - Monthly Newsletter - "Purdue Retailer"
 - Distributed monthly to stores who have enrolled in the basic merchandising schools. Contains latest research and merchandising techniques.
- 4 - Consumer Clinics
 - Co-ordinated with basic retail schools. An effort is made to educate consumers to demand services and products which are available through better retail handling practices stressed in basic schools.

5 - Grocer Clinics

- Meetings held in areas where basic schools have been offered. This phase of the program is being scheduled for fall. Two meetings per year open to all interested food dealers are contemplated. Research, business outlook, merchandising techniques and other subject matter requested by steering committee will be presented.

6 - Grocer Short Course

- Scheduled for spring 1953, at Purdue University. Basic fundamentals of business economics, salesmanship, perishable food handling, merchandising, etc. Resident instructors and trade personnel will head discussion groups; local independent and chain store grocers associations cooperating in planning and promotion.

The Purdue Retail Merchandising Program uses the following pattern to stimulate and encourage the activation of educational activities throughout the state.

1 - College advisory committee

Composed of members from departments of Agricultural Economics, Horticulture, Dairy, Poultry, Home Economics and Agricultural Extension to make recommendations of basic policy and overall scope of the retail extension program. Meets four times each year.

2 - County and area (several counties) steering committees

Composed of county and home demonstration agents (ex officio members), local and district wholesalers of meat, poultry, fresh produce and dry groceries, members of local retail grocers association, equipment dealers, Chamber of Commerce, (see organization talk)

- County and/or area programs and activities directed by this committee which outlines program for year.
- Upon approval of county retail educational activities, this committee directs publicity, solicitation, registration and supply of merchandise, etc.

3 - Strong research program

The program has been strengthened by a growing research program. Four projects dealing directly with food retailing have been undertaken. One, "Retail Produce Departments" is in print. The findings of this research have been incorporated into the basic training schools.

An evaluation of the produce merchandising schools has been completed. Results are recorded later in this report.

Facts and Figures - 1949 - 1952

- total enrollments	1657
- total number schools held -	
meat*	19
poultry*	12
fresh fruits and vegetables	<u>93</u>
	124
 - total number consumer meetings held	 21
- Purdue Retailer mailing list - 687	- 9 issues

* - activated, January 1952.

MARYLAND RETAIL EXTENSION PROGRAM

Harold H. Hoecker

Our cooperative RMA Retail Extension program at the University of Maryland, entitled Improve Food Merchandising Techniques, is in its fourth year of operations.

At present the retailer and consumer work is divided into several different phases. Starting with produce, we have just completed a series of four sessions with a group of 20 produce managers from a cooperative chain organization in Baltimore, Maryland. In addition to these classes, I have been doing a great deal of store follow-up work with this chain and other stores in Baltimore and in other areas of the State.

Plans have been formulated and contracts made with producers for the supply of pre-cooled corn for the purpose of conducting a corn promotion program with two chain organizations during the local corn marketing season in Maryland.

Last spring the Marketing and Facilities Branch of the USDA introduced an improved type of check-out counter, which they called the Redi-Chek. We were instrumental in the installation of 5 of the Redi-Chek counters in a new chain store in our area and also several in other stores; and also a modification of the counter in another chain organization.

In cooperation with the Extension Home Demonstration Department of the University, a number of consumer orientation classes in buying, handling and preparing of fresh fruits and vegetables have been held throughout the State. These one-day sessions are conducted by the marketing specialist and the food nutrition specialist. The preparation of at least one fruit and one vegetable for freezing, canning and table consumption is included in the demonstration.

During the months of February and March of this year we cooperated with the Poultry and Egg National Board and the Production and Marketing Administration of the USDA in conducting classes in the retail merchandising of poultry and eggs. We held 16 such classes for the retailers throughout the State, with a total attendance of about 350 retailers, wholesalers and handlers of poultry and poultry products. The Poultry and Egg National Board supplied the instructor who conducted the demonstrations. In conjunction with this program, we are under contract with the Department of Agriculture to conduct a research project for the purpose of evaluation.

A program is being formulated now in cooperation with the Kraft Cheese Company and the Sealtest Milk and Ice Cream Company, which will be a two-day training course in the merchandising and handling of dairy products and eggs. A portion of this training program will be conducted by the extension specialist.

A program to promote the sale of Maryland apples was put on by the extension specialist during the months of October and November. Displays were set up in six large chain stores for this purpose. Leaflets containing a number of recipes were distributed during the sales promotion and special advertising media were also used.

The Maryland Extension Service is cooperating with the Marketing and Facilities Branch, Production and Marketing Administration of the United States Department of Agriculture, on a research project concerned with the training methods used by food handlers to train their employees. We have been instrumental in making the initial contacts with the stores with whom they are working and are following through on the various techniques used. We have also been asked to instruct the managers and cashiers in the various types of training that the researchers are testing.

RETAIL MARKETING EDUCATION IN MASSACHUSETTS

Frederick E. Cole

A. Organization

1. Retail Marketing Education Committee

A retail education marketing committee has functioned during the year with twelve members of the State and county staff. The committee has done the over-all planning and a sub or executive committee has done the detail planning and organization of the produce schools. About seven meetings were held altogether.

2. Teaching Staff

The teaching program was organized at Amherst and local arrangements were made by county agents following a joint committee of State and county people with the sponsor. Marketing specialists, county agents, and home demonstration agents all had a part in teaching the course.

3. Teaching Methods

Teaching methods in retail marketing education should be styled to the people and the material.

The lecture-demonstration technique can accommodate a larger number of retailers but has little participation and practice of essential skills. Teaching of more of the basic information is possible.

The demonstration-participation technique is of necessity confined to a smaller number - 24 with a principal and two assistants -- but does permit practice in the ordinary skills of counter operation such as washing, trimming, setting up a display and overnight care of produce.

More work is necessary to develop teaching methods and their application to the requirements of this type of education.

4. Sponsor

It has been evident that the produce schools should be conducted through a sponsor such as a service wholesaler, produce wholesaler or some other organization of retailers.

5. Teaching aids and materials

It became evident immediately that suitable visual aids were necessary. Posters, signs, cards, colored slides in addition to produce were used. The best type of materials and their use was undetermined. It is only clear that they are necessary.

Charts, outlines were helpful. There is considerable argument for summaries and manuals. The whole field of materials is barely scratched. A great deal of thought is necessary to their planning, preparation and use.

6. Pre-school preparation

It is evident from the Year's experience that suitable advance information is essential for planning the school. Pre-school visits to the stores of those who are to attend to get acquainted and to know the kind of stores and their specific problems were made.

7. Follow-up

Post-school visits to assist in the application of presented information are desirable.

Mailed material has many possibilities in its use in the form of manuals, posters, and charts and summaries.

8. Short courses

Short courses of 1, 2, or 8 weeks' duration at the University would be practical and feasible, provided the equipment, personnel and materials were made available. This is under consideration in cooperation with the trade.

B. Summary

Four schools were held during the past year; two under the sponsorship of New England Food Markets in Springfield, and one under similar sponsorship (Worcester Division) in Worcester, one under Chamber of Commerce in Taunton. Approximately 165 retailers attended the four schools.

MARKETING AND RETAILER EDUCATION IN MICHIGAN

Ray Higgins

At Michigan State College we have two extension specialists attached to the marketing and retailer education project, and, in addition, have the services of the extension specialist stationed in the Upper Peninsula, on a part-time basis. Dr. Motts devotes about one-third of his time to retailer education work and two-thirds to farm marketing, and I devote two-thirds time to retailer education and one-third to farm marketing. Some of our time is allotted to consumer education work; so, in effect, we have slightly less than one man full time on retailer work.

Starting with one retailer clinic in 1949, we held 5 clinics in 1950, 18 in 1951 and 15 so far in 1952. In addition, we put on produce schools once daily for retailers attending the three-day Grocers' Convention in both 1951 and 1952, appeared on the ice companies' produce show in Detroit, had a portion on the program at the Super Market Institute's regional Produce Managers' Clinic in Detroit, and gave a demonstration at the Wrigley's Stores' annual produce sales convention, for a total attendance in 2½ years of over 3600. Some of these were single meetings, some a series of two or three. Crowds ranged from several "busts," where only five or six retailers turned out, to 135.

Our regular produce clinics consist of a series of three meetings. At the first session we discuss importance of the produce department, buying, ordering, receiving, storing and preparation for display, including a trimming session. At our second meeting we discuss principles of good display. Also discussed at this session is daytime care, nighttime care, prepackaging, and refrigeration. Our third session covers the subjects of store management, customer relations, pricing of produce, record keeping, advertising and sources of additional information. We usually use the Nargus Better Stores Film, "Your Produce Department," at this third session as a review.

A flannelboard talk built around the word "Profits" is used for the basis of short talks to grocers' meetings. The slogans, "Purchase Wisely," "Refrigerate Properly," "Offer Quality and Freshness," "Fix Color Contrast," "Increase Turnover," "Trim Carefully," and "Sell, Sell, Sell," work well into any demonstration with retailers. In fact, I have another set of slogans with the word "profits," stressing good marketing practices for fruit and vegetable growers. The profits talk is often used as an outline for the first session or as a summary for the clinic.

One of the most satisfying pieces of work in terms of accomplishments was in assisting the Super Market Institute to set up the program for their Regional Managers Clinics on Produce. At the Detroit clinic I gave a short talk on trimming, a brief flannelboard presentation on displaying, and took part in the question and answer period. I believe I made more friends and contacts in this work than I have in two years of our Michigan program.

Since the Detroit SMI clinic, I have presented a trimming demonstration at the Annual Wrigley's Produce Sales Convention and have made arrangements to set up the produce training program for Wrigley's stores. There are 62 supermarkets in the chain.

THE MISSOURI RETAILER EDUCATIONAL PROGRAM AND RELATED WORK

Ted L. Joule

Marketing work on retailer educational programs in Missouri, to date has largely been confined to poultry products.

1. Objective:

To teach improved merchandising methods that will maintain wholesomeness and quality; encourage the consumption of poultry products in proper relationship to other foods; improve handling outlets to insure an adequate supply of quality products; build closer cooperative ties within the industry and a greater appreciation of the importance of poultry to the people of Missouri.

2. Program designed for:

- a. Poultry trade group -- handlers of poultry products (from producer to consumer) and allied industries.
- b. General public

3. Program directed by:

- a. Agricultural Extension Service (state and county level) in cooperation with:
 - (1) Local chambers of commerce
 - (2) Poultry Industry Committee (from poultry trade group). Committee provides active leadership for all poultry marketing work.
 - (3) Agencies, associations and others.

4. Program includes:

- a. Retailer merchandising schools
 - (1) Eggs--care, candling, quality, grades, merchandising
 - (2) Chicken--dressing quality, cutting, packaging, cutting tests, displaying
 - (3) Turkey--cutting (pieces), packaging, displaying, promoting
 - (4) Refreshment period--turkey by the piece served, prepared by recommended methods
- b. Consumer demonstrations--stressing buymanship, selection, etc.
- c. Exhibits at food shows and fairs, display of poultry products, to be used at the State fair for the first time during 1952.
- d. Other activities:
 - (1) Demonstrations at State meetings of various associations expanding to hotel and restaurant organizations.
 - (2) Follow-up work with retailers.
 - (3) Egg grading schools -- for egg handlers, State Department of Agriculture, USDA and Extension Service cooperating.
 - (4) Extension personnel training -- market tours and training conferences.
 - (5) Poultry merchandising Unit of Study -- for home economics extension clubs, training of leaders included.
 - (6) Tours--food and farm editors for radio and press from large urban centers, worked in cooperation with production project.
 - (7) 4-H clubs--new projects and supplemental activities.
 - (8) Visual aids.

RETAILER EDUCATION
State of New Hampshire

Norman F. Whipple

A series of five classes was given to 27 retailers starting March 11 of this year. The classes continued each Tuesday evening up to April 8.

The program included - care and handling of vegetables and fruits, packaging, consumer viewpoint, buying, pricing, and displaying.

Preliminary arrangements are important and an outline of some things we did is as follows:

1. We discussed the plan with the Independent Food and Grocers Association and the State Bureau of Markets and secured their cooperation as sponsors. They helped publicize the plan and gave it prestige among the retailers.
2. We discussed the plan with a few individual retailers in the area chosen.
3. We invited 4 or 5 retailers to a meeting to help decide dates, place of classes, etc., and to give opinions of topics to be taken up. This step we think promoted participation and developed local responsibility.
4. We persuaded local men to contact the retailers with enrollment blanks. We furnished the blanks and letters of explanation about the classes. This also gave the plan a local touch. The instruction at the classes was given by the Extension staff from the New England State and county offices.

The opinions of the retailers expressed on questionnaires and verbally on the last night was enthusiastic for the school. They also favored more retail information from the Extension Service by mail or otherwise.

The attitude of the Independent Food and Grocers Association changed from a questioning one at the start to one of real interest after Extension had completed the program. And it was also noted that greater interest was developed among the Extension Service staff after they observed the interest of the retailers and realized that a new group of people were being reached.

Farmer-Retailer Cooperation

We also ran demonstrations with farmers and local retailers who handled local apples to show that sales could be increased through attractive displays and consumer information about the uses of the produce. In the Northeast quite sizable local markets are nearby and produce is often

sold by the farmer direct to the retailer.

Last September one farmer in a demonstration invited retailers to his farm to see the orchard and his method of holding apples in the farm cold storage. Retailers were contacted in the fall to find out what display equipment could be used and to inform them about the date the display would be set up. The farmer and the Extension Service helped set up the display in the stores. Sales for the display week showed an increase in all but 2 stores out of 25. The sale increases ranged from 33% to 350% or an average of 139%. The display equipment was left in the store for one week.

The demonstration emphasized the fact that the farmer or producer should be interested in the sale of his product even after it leaves his hands and that he can increase the turnover through cooperation with the retailer.

NEW YORK EXTENSION PROGRAM IN HANDLING AND MERCHANDISING

Lloyd Davis

I would like to tell you a little about the development of the extension program in handling and merchandising. For several years before the war, Dr. Bond and his associates held a conference each summer for chain store buyers and operators of independent stores. The main purpose of these meetings was to provide a better understanding of current information concerning supplies, qualities and probable prices for the major produce items. Other subjects were included in the discussions -- results of marketing research, retailers' problems in buying and handling, etc. These meetings were well received.

Soon after World War II there was evidence of dissatisfaction among producers and handlers of sweet corn. Growers were dissatisfied with prices and with retail handling. Retailers said they could not afford better handling of such a poor product; there was no money in corn -- they wanted better corn. There was available considerable research concerning quality changes under different conditions. Marketing specialists and county agents took the lead in a project designed to help solve the marketing problems of both groups.

The executives of one large chain met with a group of producers in eastern New York. The producers agreed to certain improvements in harvesting and handling, the chain agreed to pay a premium and to use improved merchandising methods. The marketing specialists agreed to assemble information concerning the economics of the new procedures. Not all of the new practices proved economically practical for all farmers or all stores. Consumers reacted favorably to the better corn. The chain acquired an appreciation for good corn that has been important to later developments. There was a lasting effect on the practices of some producers. Such a program is not easy to organize and supervise. It requires a knowledge of both agricultural production and marketing, farmers and retailers. It can pay dividends in personal satisfaction to the extension worker and in improvement in the over-all efficiency of production and marketing.

During the last year, we have had an intensive program of extension on apple merchandising. The primary purpose has been to obtain general use of the more effective apple merchandising methods. Demonstrations are quite effective, and demonstrate we did. We used articles in trade papers, radio talks, talks with groups of independent operators, conferences with chain executives and private store owners, and other means to bring this information to those who could use it.

One of the latest efforts is the preparation of a set of slides and a prepared talk for use among retailers. It is available to all who can use it. We consider this a new type of extension publication. Because of the cost of the slides, we must sell the set at cost - \$5.25. It will be publicized among all those working in retailer training.

The results were most gratifying. A number of chains changed their apple merchandising over a rather large area and independent merchants, by the score, are now using the improved practices. We have received letters indicating that the effect of this work has been felt in distant parts of the country.

We have felt that we can afford to spend considerable time and effort working with the executive personnel of chains in order to bring about relatively small changes in their operations, because of the large volume of business that can be affected. The independents receive a fair share of our attention but more of the work has been done with groups and by the use of means other than personal contact. We do not feel it our responsibility to work for the special interest of any one group but for the general welfare.

PENNSYLVANIA RETAILER EDUCATION PROGRAM AND RELATED WORK

A. Kermit Birth

In Pennsylvania most of our marketing work has been directed at producers and wholesalers with some attention given to retailers and consumers. My reason for attending is to learn about the retailer education programs being conducted by other States in preparation to setting up a program in Pennsylvania. The retailer educational work which has been conducted has been confined to merchandising eggs and vegetables and has been conducted as part of other work.

H. F. McFeely and R. B. Donaldson, fruit and vegetable marketing specialists, have conducted vegetable merchandising classes with retailers. These were devoted to the preparation, displaying, and merchandising of vegetables.

The retailer education work pertaining to the merchandising of eggs was carried out as a part of the RMA project, Improving the Quality and Marketing of Eggs. This was done through the use of circular letters and individual contacts. The circular letters, sent at weekly intervals, were distributed to retailers in one county in the hope they would stimulate interest in better merchandising and quality control.

In addition, some consumer education work has been carried out. Most of this has been conducted by the home demonstration agents; however, marketing specialists have assisted by supplying information on market supplies and other background information.

THE RHODE ISLAND RETAILER EXTENSION PROGRAM AND RELATED WORK

Holland F. Patterson

Extension work with retailers in Rhode Island is one phase of an over-all marketing project to increase the efficiency of marketing fresh fruits and vegetables in the State. Work in this phase has been divided into two parts. The formal part of the work has consisted of a series of short courses in the "Retail Marketing of Fresh Fruits and Vegetables." The informal part has consisted of store visits for the purpose of supplementing the formal courses with on-the-job instruction and with assistance on individual problems. A secondary purpose of these visits is to keep the short course closely oriented to the needs of retailers attending the short course. This is the third year that this project has been in operation.

In most cases, the short course has been under the sponsorship of the Providence Branch of the National League of Fresh Fruits and Vegetable Distributors and the Extension Service. Under this co-sponsorship, the National League furnished the meeting place and the produce used for demonstration purposes and the Extension Service furnished the instruction, mailed out meeting notices and handled registration. The New England Ice Association furnished ice and refrigeration display equipment.

One school was held under the joint sponsorship of the Newport County Chamber of Commerce, the Eastern Rhode Island Farm Bureau and the Extension Service. The initial contact was made through the county agent and served to interest him in retail marketing work. The Newport County Chamber of Commerce furnished the meeting place, mailed out all notices and handled registration for the course. The Secretary for the Chamber of Commerce did a personal follow-up in many cases to interest leading retailers in the course. The session on trimming and display was held in a local retail store which also furnished the produce.

The present short course is a ten-hour course divided into five two-hour sessions offered one night a week for five weeks. The five sessions cover the following subjects: care and handling, general store operation and buying (produce), trimming and display, pricing and pre-packaging, and the consumer. It is expected that the course will be revised before being offered again next fall. Instructors were Dr. Everet P. Christopher, Extension Horticulturist; Miss Violet B. Higbee, Extension Nutritionist; Mr. Lewis Norwood, Retailer Information Specialist; New England Extension Services Market Information Office, and Holland F. Patterson, Extension Marketing Specialist.

Retail store visits play an important part in the retailer education program. They also furnish the opportunity of making on-the-spot suggestions for improvement and evaluations of what use they are making of material used in the short course.

It is becoming increasingly difficult to confine work done on these store visits to fresh fruits and vegetables. Not only does the need appear, but actual questions have been asked about meats, poultry and dairy products as well as about check-out, store records, and other operating problems.

RETAILER EDUCATION IN WISCONSIN

John I. Kross

The retailer education program began in Wisconsin in February 1948. Since that time, schools have been held on a one day basis in 13 cities. About 750 retailers have attended these schools.

Evening classes have also been tried but, from our standpoint, the one day session is more satisfactory.

Follow-up visits were made to more than 600 of the retail stores represented in the school.

The following subjects of importance to retailers were covered:

Planning and building displays, receiving produce, characteristics of produce, buying, day and overnight care of produce, pricing, and record keeping.

A handbook covering all subject matter is given to each participant.

Further expansion of the program is possible by looking to the store as a business unit. Then, such items as financing, credit and delivery, management, accounting, operations in terms of efficiency, store planning, and personnel training could be covered.

A considerable program could be developed with the State and local retail grocers associations through attending their general meetings and discussing merchandising methods and techniques. This could be further carried out through preparing news letters, articles for trade magazines, and follow-up visits to retail stores when requested.

The institute approach could be used to take care of large stores of the super market type. Here the work that is already being done by the trade associations could be supplemented through presenting research findings and presenting the consumers point of view.

PROBLEMS AND EDUCATIONAL NEEDS FOR FOOD RETAILERS

Ben B. Vail

Food Marketing Research and Merchandising Services

1. Retailers need a stable, continuous, and broad educational program.
 - a. Stable - The retailer should know where he can go for information; where he knows that the information given will be reliable and up-to-date; that it is based on research and is presented by a party who has his interest at heart and has nothing to sell.
 - b. Continuous - The educational program isn't here today and gone tomorrow. It is based on the retailer's continuous need for information and not solely on other conditions which are caused by unusual conditions of one sort or another.
 - c. Broad - The educational program is not geared to a commodity or a particular department in the retail store but is set up to assist the retailer in achieving the maximum potential from his entire operation.
2. How educators can help the retail trade.
 - a. Prepare young people for careers in retail food business. Secondary schools and colleges ought to counsel and prepare students for food retailing careers as is done with the professions of accounting, life insurance, law, medicine, and others.
 - b. Offer remedial and refresher courses having to do with business management, methods of handling perishables, etc.
 - c. Interpret and present research facts and new developments in an interesting and effective manner.
 - d. Include the retailer in on plans for doing research and education which deal with the retail problem.
 - e. Through a teacher training program, train qualified members of the trade for doing retailer education work and conducting training programs.
 - f. Set up retailer education centers within each State and in each major community.
 - g. Require teachers working with retail problems to periodically work in a food store and in other distributive jobs.
 - h. Keep the trade informed as to outlook of supply - its quantity, grade, pack, etc.
 - i. Teach proper use and preparation of foods to retailers as well as to consumers.

WHYS AND WHEREFORES OF STORE LAYOUT

W. H. Longenbaker, Director, Store Engineering Dept.
National Headquarters
Independent Grocers' Alliance Distributing Co.

No factor in food retailing today seems to hold greater interest than that of store modernization. The tempo of store expansion and modernization among the corporate chains is at an all time high -- perhaps, equal only to that of the Los Angeles, California market as far back as 1932, where the Super Market idea was a means of real estate developments, building community centers and now finally -- the shopping centers. This challenge is getting every thinking independent grocer conscious of the need for improving his store.

There is really nothing new about the idea of a shopping center except that it is tailored to fit the need for the use of the automobile when shopping. The idea is, perhaps, as old as history of man-- call it downtown, uptown, or going to town. A present store location can be improved to meet this situation making its present location more productive, such as drive-in banks have done. Consultation with city council should be made to mark off street for loading zone in front of a store for quick pickup of customers' orders that are checked in the store. See I.G.A.'s new creation, the Zip Chek system; perhaps one would not even need a parking lot for such type operation.

Let's not discount these so-called fantastic ideas but accept such ideas that answer a need for the improvement of a retail grocery business. I.G.A.'s Grocergram featured twenty outstanding ideas last year for improvement in the arrangement of I. G. A. stores. Needless to say, the entire field of designers and architects in all types of business are at work using their imagination to the limit -- results being a display of buildings and merchandising techniques that are spectacular clear across the country, the like of which never has been displayed at any one World's Fair. Saying goes "Give The Customers What They Want and You'll Do Business."

Convenience is the number one factor the customer is most interested in when shopping. Let's not overlook this point and tailor all services accordingly. Study the Book of Floor Plans and see the many, many points of convenience to the customer. The angle alignments of the islands make it easier to shop the overall store -- all departments easy to identify--selection of merchandise easily made -- traffic flow convenient for maneuvering of the shopping carts -- note in particular the application of the Zip Chek system, etc., etc.

Independent Stores should have that sales appeal that commands customer patronage. It is well for a grocer to check up on his store for improvements at all times -- can it be enlarged by taking out a partition or two -- many need a receiving room to eliminate congestion in the store

and speed up delivery to the store --- all these factors of extreme importance. Store front painted -- store interior painted -- install color dynamic panels -- modern lighting -- heating -- air conditioning -- window signs -- new shelving -- shopping carts -- price tag moulding, etc., etc. -- all equally important and "must be" considered factors.

No longer does the customer expect to be waited on when she comes into a modern food store, possibly if grocer approached her now when she entered his store expecting to wait on her his attention would frighten the customer. The food store of today is expected to be self-service and by no means a hit and miss arrangement but a complete package that makes shopping a pleasure, all component parts fitted together to make a smooth, efficient working machine.

Remarks:

A feature of Mr. Longenbaker's presentation was a demonstration on how to make quick reproductions of a store layout. It consisted of arranging templates, which represented store equipment, on sensitized paper according to the desired floor plan. After exposure to a high-powered light, the application of some development fluid to the sensitized paper revealed a perfect reproduction of the store plan. This attracted a good deal of attention, not only for the application it has in planning retail stores, as was demonstrated, but for other kinds of plans where a blueprint is desirable; farm and home planning, for example.

Mr. Longenbaker very generously provided everyone with copies of Designs for IGA Stores, Designs for Building IGA Frontiers, A Store Equipment and Supply List, Outline Specifications for Standard Store Buildings, IGA Foodliner-Good Neighbor Shopping Centers, New Building Check-List, Stock Arrangement Guide for IGA Stores, and How to Draw the Floor Plan of a Store.

A PLAN FOR INCREASING PROFITS
IN YOUR FRESH FRUIT AND VEGETABLE DEPARTMENT
THROUGH WHOLESALE-RETAILER COOPERATION

Lee S. Thomson, Jr., Produce Director
National Association of Retail Grocers

Objective:

To offer Mrs. Consumer better quality fresh fruits and vegetables, at competitive prices, so she may serve her family a greater variety of highly nutritive foods, to aid in the building and maintaining of sound bodies and alert minds.

How is This Accomplished?

Through better facilities and equipment, improved buying, receiving, preparation, pricing, displaying, promotion, storage, advertising, etc., which leads to increased sales and profits.

What is Needed?

A combination of men, equipment, facilities and ideas, coordinated in a practical working plan of action in which a retail-minded wholesaler is essential.

WHAT IS BEST PLAN OF ACTION?

It all starts at the WHOLESALE level, where a

Management and Merchandising Committee Meeting

is attended each week by

Wholesale Manager

Warehouse Superintendent Buyer Merchandising Manager Sales Manager

Who Discuss and/or Plan

Service, Personnel, Equipment, Improvements, Merchandise Quality, Sales
New Store Openings, Remodelings, Advertising, Trends in Market, Supply
Quality, Price, Buying, Credits and Collections

To Improve

Buying, Receiving, Warehousing, Sales and Merchandising, Deliveries, and
Profits

So They May Assist Sales and Profits of

RETAIL CUSTOMERS AND MEMBERS

who meet each week with

Wholesale management, sales or merchandising representatives at the
wholesale plant or in retail stores

To Plan Sales and Profits

By discussion and demonstration leading to coordinated
promotion, advertising, displaying, merchandising, etc.

All of which adds up to
INCREASED SALES, PROFITS AND MORE SATISFIED CUSTOMERS FOR
RETAILERS AND SUPPLIES

This joint effort may result in the development of other coordinated
activities such as in-store supervisory service, merchandising assistance,
remodeling, store planning, and layout, etc.

BUT WHERE ARE PLANS OF ACTION SIMILAR TO THIS IN OPERATION?

A. Reich & Sons	Malone & Hyde, Inc.	Produce Department, Inc.
Kansas City, Missouri	Memphis, Tennessee	Grand Rapids, Michigan

SOME OF THE RESPONSIBILITIES OF DEPARTMENT HEADS
IN WELL REGULATED FRESH FRUIT AND VEGETABLE WHOLESALE COMPANIES

General Manager - Coordinates functions of department heads, determines
policy, provides financing.

Buyer - Quantity and insofar as possible the quality of arrival mer-
chandise, and must be well informed on dates of arrival of shipments
(unless there is a traffic manager), price trends, supply outlook and
quality.

Sales and Merchandising Manager - Sales of merchandise, overstocks,
price changes, salesmen information, promotions planned or results of
promotions, customer service, advertising and advertising material,
new store openings, remodelings, bulletin to retailers and sales personnel.

Warehouse Superintendent - Inspects merchandising, receives, supervises
care and handling, storage, assembling and loading, delivery, warehouse
and driver personnel.

Equipment Superintendent - Mechanical facilities, truck and machinery
maintenance.

Office Manager -- Credits and collections, accounting, production of
sales and retail bulletins, office personnel.

USE AND PREPARATION TIPS FOR SELLING PRODUCE
(Your Produce is Not Sold Until Your Customers
Know How to Use It)

Mary M. Bodwell
Michigan

The retailer is the consumer's buying agent and the grower's or manufacturer's selling agent. He must be a psychologist and foresee the needs and tastes of those who come to buy. He must take advantage of food surpluses and abundance for his customers, know how much to stock and store and how much space to allow for each commodity. He must be a salesman. He sells not only food but good will. He must be a business man. He must cut loss from waste; he must make a profit and handle any risk and financing connected with his business.

Your job as a retail educator is to find ways of helping the grocer do a better job in one or all these phases. My specific job here today is to offer suggestions and aids on ways and means of doing the selling job so that both the homemaker and the retailer will benefit.

Now let's sum up the points I feel are important in doing a good retailing job so that the customers will buy and will know how to use what they do buy and be satisfied:

1. We must recognize that the homemaker wants to give her family good, nutritious food and she wants to buy and prepare that food in the easiest way possible with the least expenditure of money.
2. We must gear the advertising so that it will be helpful, easy to read and of the items she will want to buy, not what we want to sell.
3. The advertised items should be plainly marked and easily accessible.
4. Retailers must handle their produce gently if they expect customers to do so.
5. Suggestions for use should be simple, easily remembered and familiar to the homemaker. Recipes may help, but I am inclined to think homemakers are more interested in getting suggestions that are simple and easy to prepare. Recipes for the less familiar fruits and vegetables perhaps, but in any case recipes that are tested.
6. Make displays colorful and attractive, but so the customer can pick and choose the items easily without spoiling the effort.

7. Price every item so the customer is sure what she is paying and mark the items served in their natural state so that the price will not be disclosed to anyone who might be served the food.

If a retailer and his clerks will do these things for his customers with a smile and a friendly greeting thrown in for good measure, then customers will flock to his store and it will be financially remunerative to him. The homemaker who patronizes him will begin to call him "My Grocer" and the families he serves will be benefited by better food and greater satisfaction.

ORGANIZING THE ALABAMA PROGRAM

Austin Ezzell, Distributor Marketing Specialist
Alabama Polytechnic Institute

When the report of the Extension Director's Marketing Committee was issued (Chicago meeting) suggesting that a logical approach to the job of extension marketing should include work with producers, distributors, and consumers, the extension marketing program in Alabama was rearranged to include a distributor project. It involved simply a shift in emphasis from a part of one RMA project to include, with the same personnel and funds, some work on food distribution in general with emphasis on educational work with fresh fruit and vegetable retailers.

In-Service Training

In order to learn more about the actual conditions under which retail fruit and vegetable merchants work, arrangements were made for a six-week period of in-service training for the distributor marketing specialist in various markets in Atlanta and other Georgia cities and towns.

Briefly, the training consisted of two weeks' work in an independent super-market in Atlanta, one week in a modern chain warehouse and with delivery from the warehouse, a three-day produce school conducted by a large chain, three days in one of the same chain's stores in Columbus, and one week in an independent super-market in Thomaston. The specialist helped buy produce on the Atlanta State Market for both the independents with which he worked. One day in each of two weeks he was placed in complete charge of the produce department in an independent super-market. He traveled with a delivery truck from an Atlanta warehouse to several "country" stores to deliver produce for the chain with which he worked. He also traveled to the Atlanta Market with a local jobber from Thomaston to buy produce for the supermarket in which he worked there and several others between Atlanta and Thomaston.

Retail Training Schools

The training consists of improved methods of handling produce at the unloading platform and in the back room, preparing for display, displaying, merchandising, and simple record keeping.

All schools are arranged on a county-wide basis by the county agent in cooperation with local wholesale distributors, refrigeration equipment dealers, retail merchants' organizations, and others. From 10 to 20 merchants are enrolled for each day's training. Produce is supplied by local distributors. Display cases are provided by refrigeration equipment dealers, and instruction is provided by the distributor marketing specialist from the state extension service.

Instruction is principally of a demonstration-participation nature, but several pieces of visual teaching material also are used.

Organizational Mechanics

Extension work in Alabama, as in all rural states, has placed relatively little emphasis on work with groups other than producers. County extension workers are trained to work with rural people and traditionally most of this work has been done along production lines. Even the marketing educational work has been confined exclusively until recent years to producer groups.

When a project was created for dealing directly with other groups from an educational standpoint, there was some reluctance on the part of most county agents in fitting it into their county programs of work. But after a few months have passed, a few retail training schools have been held, and the pioneers in it have "passed the word" along, interest is growing and more and more agents are laying plans for retailer training schools.

Various contacts with agents and with the food trade have been developed by the distributor marketing specialist in order to promote the development of plans for schools. Administrative staff members, state and district, have assisted with arranging visits to counties, discussions at small group meetings of county workers and at a state-wide extension conference.

Much of the groundwork for retail schools is laid when the specialist visits a county. Following a discussion with the county extension group several contacts usually are made with local retailers, wholesalers, refrigeration fixture dealers, etc. Through such consultations, a time is arranged for the school and plans are made for contacting all food retailers in the county about it. Then in the period of time between this county visit and the school, the county agent completes the details in cooperation with the retail leaders, wholesalers, civic leaders, and others in his county who are interested.

METHODS OF ORGANIZING RETAIL EDUCATION PROGRAMS

Stanley E. Rosenberger
Asst. Vegt. Crop Spec., University of Florida

Before a program of any kind can be organized the planners must first get their thinking organized. For instance, just what, specifically, is to be accomplished? Is it worth while? Is it practical? Can others understand it? Aim at the basic motives of the people to be benefited.

The purpose of the Florida Program of Retail Education in fresh fruit and vegetable merchandising is to help retailers sell more and waste less. The plans to put the program into effect call for retail training classes where the retailers learn by instructed practice.

For self preparation I will tell you what I did. One month was spent in observing store operation and wholesaling with retail merchandising included. Then two months' study and research in the library and trade journals. Six months of working in five different stores followed. From then on I have been on my own. I learned what and how fresh fruit and vegetable merchandising fitted into the food store and the effects certain changes would have on the operation. My instructions, when I started were to help retailers do a better job with what they had to work with. I was told not to recommend that all new stores of the super-market type be built to replace the small stores. Use just the equipment the retailer had to work with; that is still good advice. I can't stand here and tell you that all produce should be sold from refrigerated display cases, ice cases, or any other kind. I see them all very successfully being put to use. I don't recommend any one kind. What I do recommend is that the retailer take care of the merchandise, regardless of what type he decides to use.

The training itself consists of 4 classes of 2 hours each, that are held in a conveniently located store after closing hours. The store equipment and merchandise are used. The first class is on buying, receiving, and preparing for display, centered around "sell more and waste less." The second class covers building displays that sell more. The third class is on care and handling, where "waste less" is the main theme. And last, back to sell more and waste less in prepackaging, management, and pricing. The program is flexible enough so that one full day of training can be given if desired, but so far I have yet to be requested to put on a full day school. Most of our retailers can't afford a day out of the store.

To organize these retail classes I have the backing of the University of Florida, local county agents, local wholesalers, and, if possible, local retail organizations such as a retail cooperative. That gives a great deal of emphasis and prestige to the program.

Each store that cooperates in the training program I visit to help and make recommendations the best that I can.

In all, the program runs smoothly and economically. Establishing all contacts, conducting, training and doing follow-up work take a great deal of time, but the success stories told by some of the retailers seem to give cause enough to continue the program much as it is.

AN APPROACH TO ORGANIZING RETAILER EDUCATION PROGRAMS

W. F. Lomasney, Extension Specialist
Agricultural Economics, University of Illinois

The food distributive trades, and the people that make up our grocer population are interested primarily in the "here and now." They are not particularly interested in biological investigation or abstract economic thought. These people do, however, have the greatest respect for action -- action that is based on purpose. In Illinois we justify our classification as teachers of retail by having a threefold purpose. These purposes, or objectives, have been stated before as being:

1. To stimulate -- retail people towards taking a perspective view of their business operation and the contribution that further education can make to a more profitable business.
2. To inform -- retail people of the trends, practices, methods, facts and experiences that have contributed to profitable retail merchandising of perishables.
3. To educate -- retail people so that they are in a better position to make those decisions that serve to make food retailing a more satisfying, efficient and profitable occupation.

I wish that I could tell you of a magic formula for simplifying the organization of retailer clinics or schools. Unfortunately, I can't. There is only one method that I know to accomplish this. Get out of your chair and out of your office! Go where the people are that you want to work with. Where are they? In the trade associations, the produce markets, the wholesale dry grocery concerns and the retail stores. These are your people. Merchandise yourself and your program. Future clinics will probably be easier to organize on the basis of the reputation earned by each previous school. We too, should learn by doing.

There are real opportunities for extension workers in the field of retail education and training. We are not limited to activity within any single commodity group or form. We have no specific tangibles to sell. Extension is free to devote it's entire attention to the actual wants and needs of local people. Within this concept, it has been our experience, rests the strength of program organization.

SUGGESTIONS FOR THE DEVELOPMENT OF COUNTY STEERING COMMITTEES

PURDUE RETAIL MERCHANDISING PROGRAM

Eric C. Oesterle, Indiana

I. Purpose of the County Steering Committee

- A. To tie the program into the local situation by providing
 - 1. Publicity - newspapers, radio, letters, association meetings, etc.
 - 2. Solicitation - letters, wholesale salesmen, personal contact by committee members, etc.
 - 3. Prestige - lending "weight" to the program in the eyes of local retailers by having leading retailers and wholesalers on the committee.
 - 4. Advice - giving assistance in adapting the program to local conditions.
- B. To direct the activities of the program while in the county.
- C. To serve as a contact for future schools or meetings in the county.

II. Membership

A. County agent

- 1. Serve as executive secretary of committee. He will act as "spark plug" for the program to see that the committee continues to function.
- 2. Select the other members of the steering committee and call meetings.
- 3. Head up publicity program.
 - a. See that news releases reach newspapers promptly.
 - b. Feature and mention program on radio.
 - c. Provide list of retail grocers and produce wholesalers in county
- 4. Send out mail notices and information to retailers.

B. Home Demonstration Agent

- 1. Serve as consumer representative
- 2. Schedule and organize consumer meetings to tie-in with retail program.

- C. Service Wholesalers - Meat, Produce, Poultry & Eggs, Dry Groceries
 - 1. Salesmen will act as solicitors for program. Training schools for salesmen will be held before formal program begins to insure full understanding of the program. A sales meeting of all salesmen should be held just before the solicitation drive begins.
 - 2. Provide produce, meat, and poultry for schools.
 - 3. Help determine trailer location.
- D. Retail Grocers - officers of associations or prominent individuals.
 - 1. Aid in solicitation by direct contact.
 - 2. Aid in publicity.
 - a. Local association meetings
 - b. Notices to retailers
 - c. Articles in association publications.
- E. Chamber of Commerce
 - 1. Aid in publicity, solicitation.
- F. Representatives from Grocery Employee Unions.
 - 1. Aid in solicitation
 - 2. Aid in publicity.
- G. Equipment dealers, ice manufacturers, locker plant operators.
- H. Representatives from county agricultural committees.

III. Operation

- A. The first meeting of the committee should be held at least six weeks before the program is scheduled for the area, and should decide
 - a. Do we want the program here?
 - b. What can we do to help get it?
- The county agent will serve as a strong guide in planning the activities of the committee but the chairmanship should be in the hands of another committee member for public relations reasons. One of the Purdue specialists will be at each meeting to assist in coordinating the program in the area.

- B. Publicity should begin immediately after the first meeting, and some previous releases may be possible. The wholesalers' salesmen will be schooled and as soon as dates are determined, solicitation will begin. Dates can be set at the first meeting.
- C. Follow-through after the program will be mighty important. Names of trainees and stories about the schools will be interesting. Perhaps a recognition banquet for the distribution of diplomas can be planned. And follow-up meetings of retailers on special phases of retailing, not necessarily produce merchandising, should be planned.

Remember - This program is absolutely worthless on paper. Our job is to get the information we have into the hands of retailers where it can be used. The above are only suggestions for doing that job.

METHODS OF ORGANIZING RETAILER EDUCATION PROGRAMS

G. N. Motts, Extension Specialist
Agricultural Economics, Michigan State College

The extension program in retailer education is one part of our present Michigan RMA Extension project entitled "Marketing and Retailer Education." In this project we reach growers, cooperative and proprietary shippers, receivers, jobbers and other wholesale food distributors as well as the retail grocers.

Our first step in developing a Michigan program for grocers in 1949 was to acquaint ourselves with the work being done by the United Merchandising Institute, National League of Wholesale Fresh Fruit and Vegetable Distributors, chain store organizations, the National Association of Retail Grocers, other marketing agencies and the extension services in several states which were then starting retailer projects. We then conferred with the staff of the Michigan Chain Stores Bureau and the secretary of the Michigan Food Dealers Association to get their recommendations on the type of retailer education program that they believed would best serve the grocers in Michigan. It was the consensus of opinion among these and others with whom we discussed the project that Michigan grocers needed assistance in produce merchandising more than in meats or dry groceries.

Our second step was to organize subject material for a series of three evening sessions intended to last about two hours each. The present content of our series of three clinics is as follows:

First clinic: Importance of the produce department
Buying produce
Back room handling
Produce trimming demonstration

Second Clinic: Display principles
Produce racks
Planning the display
Setting up a produce display
Prepackaging
Maintenance of the display
Overnight care of produce

Third clinic: Merchandising problems
Sales tips
Resource materials for reference
Colored movie or film strip on retailing fresh fruits and vegetables

Our present procedures for organizing and conducting the grocer clinics have evolved from our experiences at Flint and successive clinics elsewhere. The county agents have mimeographed sheets describing the content of the clinics, the kinds and quantities of produce needed for the trimming and display sessions, sample letters to grocers and new articles to precede and follow the clinics. Most of our grocer clinics are now arranged by the county agents in cooperation with local grocers, jobbers, chamber of commerce secretaries and other interested persons without assistance from the specialists, but a declining number of agents request the specialists' aid in interviewing grocers to determine their degree of interest in the clinics or to meet with the planning committee to arrange the details.

We have held grocer clinics in jobbers' warehouses, school rooms, court rooms, city halls, ice plants, public utility offices, equipment sales rooms, wholesale grocers' warehouses, hotel parlors, chamber of commerce rooms and, of course, in grocery stores. We have a set of metal bins that constitute a 12-foot display rack which we can carry in an automobile along with the many other items of equipment we need; such as a trimming block, washing tub, shopping cart, flannelgraph and easel, movie or film strip projectors, an exhibit of reference materials on produce merchandising, etc. We are thus able to use a wide variety of meeting places, often with limited facilities.

We have used two means to stimulate interest in the grocer clinic project that may be of interest to others. Shortly after we began presenting the clinics, we arranged with the secretary of the Michigan Retail Food Dealers Association to supply an article on fresh fruit and vegetable merchandising for each issue of the Michigan Food News which reaches about 13,000 grocers twice a month. Grocers thus became acquainted with our names and we could show that we were acquainted with their produce department problems.

The second device is a 45-minute flannelgraph talk entitled, "Profits from Produce," which can be presented as part of a regular business meeting of a local grocers association, a service club dinner talk or for any other appropriate group. The talk has proven quite successful in arousing interest in our regular series of three produce clinics.

In response to requests for a "follow-up" clinic, we have developed a one-evening review session which has been used in a number of towns where the regular series of clinics had been given several months or a year earlier. In about three hours we summarize our discussions, present trimming and display demonstrations and have a question and answer period.

It is very helpful to be able to plan our grocer clinics well ahead of time in order to fit them into other phases of our program. We, therefore, encourage county agents to schedule them as long as three or four months in advance.

It has been encouraging to see a growing interest in these clinics among groups of grocers throughout the state. One of our immediate problems, however, is that these clinics are giving rise to requests for others in meats, dairy products and the general business management aspects of the grocery business faster than we can find or finance additional personnel or develop the necessary subject material. That is our next major organization problem in regard to the retailer training portion of this extension project.

DEVELOPMENT OF EXTENSION PROGRAM IN HANDLING AND MERCHANDISING

Lloyd H. Davis, Extension Economist, New York

Out of the meetings that Dr. Bond and his associates held prior to the war with chain store buyers and independent food store operators grew a proposal for a series of weekly meetings in the city of Syracuse. These meetings were held in the summer and fall of 1941 at about the time when the Extension Service in Massachusetts, West Virginia, and Ohio were trying similar programs. It was conducted for chain and independent retailers in the Syracuse area. It was planned by a committee of retailers to meet their needs as they saw them. Each meeting was devoted to the discussion of two or three produce items important at that time. Several leading producers in the area attended those meetings devoted to products raised in the area. They brought samples of their products to the meetings. The county agents made local arrangements. The regional market manager helped plan the program. Technical specialists from several departments of the college discussed care, handling, characteristics of quality, consumer desires, merchandising methods, uses, etc. The demonstration and discussion methods were generally used.

This combination of participants made possible a discussion of problems from different points of view. Farmers became more aware and more understanding of the retailers' problems and retailers of the farmers' problems. Limiting the discussion to a very few commodities at each meeting made it possible to have a rather complete exchange of ideas and experiences among the many participants. Reaction to this program was very favorable. Retailers in other areas requested a similar program. Then came the war.

Since the war we have worked mainly with problems in handling and merchandising that rather directly involve both producers and handlers. Generally, they are rather complex problems that can not be solved at one level in the industry. We have used a commodity approach. The problems and their solution involve managerial decisions -- so we must work with those making the decisions as well as other workers.

We have felt that we can afford to spend considerable time and effort working with the executive personnel of chains in order to bring about relatively small changes in their operations, because of the large volume of business that can be affected. The independents receive a fair share of our attention but more of the work has been done with groups and by the use of means other than personal contact. We do not feel it our responsibility to work for the special interest of any one group but for the general welfare.

Such problems have a biological and an economic side. Few people have sufficient training to be experts in both the biological and the economic. We have a team. It consists of George Johannessen, who is a specialist on the biological aspects of handling and merchandising, and me -- the specialist on the economic phase. We work together, selecting those problems where we see the greatest opportunity for accomplishment. We

can call upon a large number of other specialists and agents for advice and help.

We have learned lessons in the past. We recognize that our program has not been perfect. It will not be perfect in the future but we will learn new lessons and constantly improve. Our project in handling and merchandising perishable farm products has developed along different lines than many others. We think that under our situation we have been successful in attacking first where there have been good opportunities for material accomplishment in helping consumers, handlers and producers. We expect that, while we are here at Purdue, we will learn from your successes and failures; that we will improve our ability to plan and execute more beneficial programs. This work is young. We hope to remain flexible. We think we have a firm base on which to build a program of lasting value.

FARMERS MARKET PROGRAMS

G. N. Motts, Michigan

Public produce markets provide opportunities for extension workers to reach large numbers of farmers, dealers, retailers and consumers. The five wholesale and 25 retail farmers markets in Michigan serve thousands of sellers and tens of thousands of buyers, and these markets are the sales outlets for an estimated 25 to 30 percent of the fresh fruits and vegetables grown in the state. Our work on farmers markets is, therefore, one of ten different types of activities included in our marketing and retailer education project - RMA Project, Michigan 95-1. We began this phase of our project in 1950, and our 1952 plan of work reserves about one fifth of the time of two specialists for our work on farmers markets.

Objectives

We have had six objectives in our work on the Michigan public markets:

1. To learn from growers what their more important marketing problems are.
2. To cooperate with the district horticultural agents and county agents in arranging for grower meetings where such problems can be discussed and assistance given.
3. To show growers how to display produce more effectively and to suggest good selling practices, particularly on the retail markets.
4. To encourage market masters to cooperate with the county agents in any way that would help sellers or buyers to use the markets to their greater advantage.
5. To cooperate with the Michigan Department of Agriculture in conducting grading demonstrations on the markets.
6. To demonstrate good produce handling and display methods to grocers at the markets either before or after they have done their buying.

Grading Demonstrations

Our first grading demonstrations were presented in cooperation with fruit and vegetable inspectors of the Bureau of Marketing and Enforcement, Michigan Department of Agriculture, in 1950. The demonstrations lasted 1½ hours. The extension specialist or county agent used 20 minutes to discuss the reasons for grading, to explain the difference between mandatory and permissive grading and to show the relationship between Federal and State grading laws. The inspector then described the functions of the inspection service, distributed copies of the grade requirements for the commodity being graded and then demonstrated the grades by sorting from field-run samples. If time permitted and the audience desired, several growers would then grade other quantities of the commodity to check their own understanding of the requirements and tolerances for the various grades

We designed a portable grading table, 30" x 40" and 2" deep, with removable partitions, that provides for one to five sections. The table rests on a folding stand similar to the usual tray supporting stands used in restaurants. The inside of the grading table is white enamel to aid color comparisons and for ease in cleaning.

Another preparatory step was to explain the objectives and procedure for these grading demonstrations to all of the inspectors at their annual spring meeting before the summer demonstrations were held. The Chief of the Bureau of Marketing and Enforcement was then able to assign an inspector to participate in any such demonstration as soon as a particular demonstration was scheduled without having to send lengthy instructions as to the nature and purpose of the meeting. The inspectors, on their part, were in a position to participate more efficiently and enthusiastically because they already knew of the cooperative arrangements that had been made with the Extension Service and what their part in the meeting was to be.

The Bureau of Marketing and Enforcement was so pleased with the growers' interest in these grading demonstrations that the bureau chief assigned one of his staff to this program for the entire summer. This inspector presented several demonstrations each day during the market hours at the large wholesale market at Benton Harbor, the Grand Rapids wholesale market and others. Unfortunately, this inspector was injured in an automobile accident in midsummer, and the project had to be suspended for lack of a replacement.

Work on Retail Markets

During the summer of 1950 several Michigan market masters requested us to assist them in organizing a statewide association. The Michigan Association of Produce Market Managers was formally organized in January 1951 and has met two or three times a year. One of their first decisions was to ask the Extension Service to help growers on retail markets to display and sell their products more effectively. Improved produce handling in retail stores was definitely increasing the competition of the stores for the homemaker's purchases of home-grown commodities.

After several weeks of observations on the majority of the retail markets during the summer of 1951, together with talks with growers, buyers and the market masters, we had assembled enough information to prepare an extension folder.* The information was first used in a series of winter meetings for the growers who sell on a dozen of the retail markets. These meetings were arranged by the county agents in cooperation with the market masters and became an additional means of showing the market masters how the facilities of the extension service could

*Michigan Extension Folder F-167. Selling Farm Products Direct to Consumers. April 1952.

help them to be of further service to their stall renters. The discussions at these meetings revealed the problems which were of most concern to the growers and made a more effective folder possible. The folder presents a brief discussion of containers and packs, the characteristics of a good display, pricing problems and effective sales practices.

A copy of the folder was given to each market master attending the May meeting of their association, and they plan to secure enough copies through their county extension offices for distribution to growers on their markets.

RETAILER-GROWER PROGRAMS

Lloyd H. Davis
Assistant Professor of Marketing, Cornell University

I am listed on the schedule as discussing retailer-grower programs. I am not sufficiently well acquainted with such programs in other states to discuss them. I must take my illustrations from experience in New York. Let us recognize that other States have done effective handling and merchandising work of this type.

I would like to describe briefly a couple of examples from our experiences of the last year. In New York State there are several areas with a large acreage of muck soils. The farms on the muck are very intensive vegetable farms. A little over a year ago the vegetable farmers from a muck area near Prattsburg approached their county agent for help in marketing lettuce -- one of their important crops. They and the county agent turned to the college for advice. Their problem was simple -- California lettuce sold in local cities for twice the price of their product and they barely received growing costs.

The extension specialist, county agent, a dozen growers, and buyers for four chains got together to discuss the problem. It was brought out that the chains preferred western lettuce at the higher price because it was precooled, shipped under refrigeration with a guarantee of delivery in good condition, had a uniform number of heads per crate and was of uniform quality. The western product also was available in quantity during a long season. On the other hand, Prattsburg growers did not precool, did not always refrigerate in transit, did not have a uniform pack. The buyers could not depend on obtaining a large supply regularly from this source. These buyers said they would be willing to buy the local product at a good price if the growers could overcome some of these difficulties.

With the guidance of the extension workers, the farmers joined in a cooperative marketing venture. One grower acted as their marketing agent. He kept in contact with buyers from the chains. The lettuce he sold was packed and handled according to specifications of the chains. The first three weeks he sold 4,000 crates. During the remainder of the season his sales varied but were a substantial part of their production. On a trial basis the growers pre-cooled and iced lettuce. During the season these growers received a premium for the improved product. The chain store buyers also were pleased with the results. They obtained lettuce, more like that from the West, at a lower price than western lettuce. The farmers received other values from the program. They benefited from the additional competition provided by another well-informed buyer in the market.

There are two of us on the handling and merchandising project. George Johannessen had the responsibility for the lettuce program.

Another product that is troublesome to handlers is onions. Unless stored under very specific conditions, they sprout in storage and in the channels of trade causing considerable loss to growers, handlers and consumers. Recent research results indicate that by spraying onions with a growth inhibitor before harvest we can greatly reduce sprouting for a long period. This makes it possible to store onions under less exacting conditions at a lower cost, to market our crops over a longer period, and reduce spoilage with considerable saving to consumers, producers and handlers. We have applied this research on a demonstration basis with the cooperation of growers and storage operators. When the material is released for use, we will know how, when, and where to use it most efficiently. We are ready to advise farmers and handlers so as to obtain the benefits of this new development quickly.

During the last year, we have had an intensive program of extension on apple merchandising. The primary purpose has been to obtain general use of the more effective apple merchandising methods. The experimental design used is one of the best in modern marketing research. The results have set a standard of precision. The results gave new hope to our apple producers and caused the retailers who cooperated in the research to revise their merchandising practices. They quickly saw opportunities for increased profits.

The results were most gratifying. A number of chains changed their apple merchandising over a rather large area and independent merchants, by the score are now using the improved practices. We have received letters indicating that the effect of this work has been felt in distant parts of the country.

Several large growers saw an opportunity to apply the new information in another way. They started prepackaging McIntosh apples in polyethylene bags at the farm. McIntosh is a very tender variety. New master containers were designed to protect the apples. Methods of distribution were modified to get the apples to the consumers with maximum speed in good condition. Those growers received a substantial premium. Their product was received enthusiastically by the retailers. They were glad to pay the premium. One large grower sold his extra-large crop more quickly than usual at a premium price and then packed a large part of the crop of his neighbors.

I have only discussed the work of this type in one state. I wish I could discuss similar work in other states. Perhaps while we are here we can find time to talk together about similar programs in your states, mutual problems, accomplishments, and plans.

PUBLIC RELATIONS IN THE EXTENSION SERVICE RETAILER EDUCATION PROGRAM

Charles E. Eshbach

I want to discuss with you for a little while the matter of public relations. "Public relations means being good, and then being sure that you get credit for it." Let's spend a minute or so and look more closely at that definition. The first part of the sentence ... public relations means being good ... implies that you must have a good program, a program that's well planned, that's well carried out, and that achieves the results it is designed to get. You must have that to start with.

The second part of the sentence ... the part that refers to getting the deserved credit ... is the publicity part of public relations. And that's the part that is so often praised and so often damned. It's easy to see from that definition that publicity is made the tool that you use in the public relations program. And that brings us to a point that needs emphasis.

A Good Program is Essential

Essential then in having good public relations is a good program, in which you and the other people who work on it thoroughly believe, and which you can offer to other people with a confidence and an enthusiasm that will be contagious. But it is just as essential to remember that a good program is not enough. You and the people who work with you on the program are, in effect, salesmen. And the manner in which you operate ... and the way in which you present your case ... sell your product ... will be of vital importance. And just as a salesman, you have to sell your program -- before you can get people exposed to your teaching and get them to put into effect the the things that you teach them.

It's Important to Get Started

I want to emphasize the distinction between a good practical program and a program that is the ultimate in completeness and polished to the finest degree. Most emphatically, you need to have a good program. You can't succeed without it. What you teach needs to be right. The job you do in teaching it needs to be good. You need to do the best possible job that you are able to do.

But there are some timid souls who keep putting off a start in a new field until, as they say, they get to the point where they are "better trained," where they have "all the facts," where the "techniques are all developed," where they are "the best informed persons on the subject." You find them in every walk of live. You find them in Extension -- and I dare say you could find them in some States in the retailer education work or at least in the consideration stage of that work.

Well, of course, the result is usually that they never do get started. Someone else comes along and does the job. Or, their superiors get tired waiting for them to get the fire built under their chair, and the funds go to something else. Those are the "almost-rans." They are the fellows to whom opportunity beckoned and who turned back to their books to be sure they could find the correct definition of opportunity before they answered.

A sound program can be started by doing a few things well. And as experience is gained, other elements can be added to it ... until a full-scale program is in operation. Then, the teaching that is done is good. The students learn a lot that is of value to them. And the teacher grows with the job, so that he does approach the point of being fairly completely informed. And by the time that he reaches that point, he has had experience, gained confidence, and turned in results that are so essential to an active, developing, and effective educational program.

The Public Relations Problems Lie in Several Fields

To my way of thinking, your public relations problems ... as Extension workers in the retailer or food handler education field ... can be classed in several groups. And I think it would be well worth while to point out each of these. You have public relations problems that are at your own college or university and with your fellow Extension staff members. Some are the result of the petty jealousies that you find in any educational institution, in any business organization, or in any group of people for that matter. Others are the result of people not knowing or not understanding your work and its aims. Others may stem from your own dislike of some members of the staff. All of these can be modified or lessened if they can't be solved entirely. But they need special treatment ... that includes recognition of the protocol which governs such environments, and recognition of the peculiarities of human beings.

Another set of your public relations problems are with the food handlers and the trade in general. And there, while some of the same fundamental causes of differences exist, you need an entirely different approach to solving them, if you are to get the best results from your efforts. These public relations problems need high priority on the list.

There are public relations problems with the other organizations that are working in this retailer education field. If all groups engaged in retailer education work could combine their efforts ... not in one single program and in one single method of doing the job ... but rather combine the direction of their different and separate programs ... there would be tremendous increases in the effectiveness of each program and the whole effort would move nearer to the goal that all say they want to reach.

You have very important public relations problems with the taxpayers who support your work. I suppose right here, too, we might list the public relations problems with the elected representatives of those taxpayers

who help the taxpayers spend their money. If you need to give good attention to the problems with the taxpayers themselves, you need to give double attention to the public relations problems that concern the elected representatives of those taxpayers.

There are public relations problems with production-minded people, who do not recognize the importance of marketing education work. There are some men who have spent their whole lives in production work ... who haven't, or at least don't think they have, the background that enables them to move readily into marketing work. Others are hiding behind the excuse that they consider production their job.

There are some public relations problems concerned with the development and improvement of Extension's retailer education program on the national level that need another kind of approach. And, of course, when you come to relationships between the States and the Federal government, you need to tread your way carefully in many States.

And, finally, you have some public relations problems with yourself that you probably will be the last to recognize and the most reluctant to do anything about.

The Half and Half Division

The statement is that "Half the job is doing it; and half is in reporting what you have done." I don't have to tell you Extension people here that the traditional form Extension report blanks have taken doesn't offer you much help. Those reports just do not report the things that tell the real story of what you are doing. We need something along the case study line of reporting ... that can give us living stories of living people who are doing things and who are being shown the way by Extension. There is no real place for that in the usual Extension reports. You have to be different in reporting your work to attain it in your own reports. But why not be different? Why not tell the story the way that it needs to be told? You may have to write two reports every year to do it. But maybe it is worth it.

Some Things May Seem Not Under Your Control

Of course, there are some things in this public relations problem field that you may say at first thought are pretty much out of your control. Administrative interest in promoting the marketing phase of Extension's educational work is one of these things. Recognition of Extension's responsibilities and its work in this field in another.

But you can influence these situations. And there are many of these problems ... which may seem out of your control ... but can be affected by the influence you can have on administrators. The examples of what you are doing and accomplishing can affect and influence them, if you present those examples in the right way.

Extension's Public Relations Inventory

I don't know how many of you have had a chance to read and study the Public Relations Inventory of the Extension Service ... made by the Public Relations Sub-Committee of the Committee on Organization and Policy. This group was headed by Director Ballard of Oregon. And the report was issued in October, 1951.

If you haven't read this report, get a copy and read it. For this report is by the administrators themselves ... the directors of extension and the deans of the college of agriculture where that type of extension direction is in effect.

I suppose there is some bias in the conclusions ... bias in favor of presenting a little better picture of what the situation is. That's normal in a self-appraisal type of study such as this is basically. But in spite of that, here are some of the conclusions that the administrators reached. And if the situation is less favorable than they indicated, that only serves to emphasize more dramatically the point I am making.

Note well these conclusions ... because they are the doorways through which you can attack the public relations problem ... and make some changes.

The committee members pointed out the importance of good public relations, when they stated that:

"Widespread recognition, understanding, and appreciation of the programs, activities, and accomplishments are of utmost importance to the Cooperative Extension Service of the Land-Grant Colleges and the United States Department of Agriculture."

And they emphasized the need for building and maintaining good public relations when they said that:

"Confidence, favorable reputation, and good will largely determine the extent to which people participate voluntarily in its educational activities, seek its assistance, and follow its recommendations."

And they pointed out, too, that:

"Those same elements of good will, reputation, and confidence vitally affect the amount of assistance which governmental agencies, rural and urban organizations, public press, radio and television, organized groups, and outstanding individuals including the host of volunteer local leaders contribute to the advancement of the programs and activities sponsored by the Extension workers."

The Effectiveness of Extension's Public Relations

Now, what did the administrators report about the effectiveness of Extension's public relations ... and what did they report on those things that the committee emphasized so effectively in the quotations that I have just read to you?

Well, one State in every three reported that the top officials of the college or the university are thought to have only a general knowledge of Extension.

A quarter of the States feel that public relations is the job of everyone and can best be promoted by doing good work. I don't know quite what they mean by that. I agree whole-heartedly that everyone has a part in good public relations .. and that a good job is one of the best ways of promoting good public relations. But if that statement means that good work by itself alone will meet the many varying and complex public relations problems and solve them all, I must say I doubt the wisdom of that conclusion.

The report stated also that:

"In no State are the urban people considered to be well informed regarding Cooperative Extension Work. In only one State are they thought to have even a satisfactory knowledge of Extension. In 95 percent of the States, the knowledge that urban people have of the aims, objectives, and organization of Extension is judged to be partial, limited, or of a general nature only."

That's of special significance to you in the retailer education field, because so much of your work depends on an urban understanding of your program and your extension service connections. Incidentally, consumer education, but not retailer education was listed among the subject-matter fields in which States are attempting to take agricultural and homemaking information to urban people.

Reasons For No More Emphasis on Public Relations

In examining their efforts to promote good public relations, most of the State Extension Services considered their failure to keep others informed about Extension work as their outstanding weakness. Specific mention was made of the fact that top officials at the college or university, other workers on the campus, other agencies, organizations, business and industrial groups, elected representatives, and urban people are frequently poorly informed regarding Extension.

Many of the States explained that Extension workers seem not to have an awareness of the value of good public relations.

Several States suggested that the failure to tell the Extension story fully results from assuming that other groups and agencies know more about Extension than they do.

The suggestions was also made that the Extension Service neglects to publicize adequately its program and its accomplishments. Too frequently, publicity on Extension is in terms of announcements, rather than the human interest stories and accomplishments. And one State called it a "lack of the realization that we are working with people rather than things."

Your Public Relations Job is Even Harder

This report illustrates the situation that the administrators of Extension feel exists in regard to the public relations of the well-established, older Extension educational program. And it emphasizes the fact that your job in the retailer education field is even harder than the public relations job is for people in those older phases of Extension work.

You are working with what we might term "new people," for the most part, "new" referring to the fact that they are new to Extension. You're working with people who have had no contact with the Extension Service... no background of understanding of what Extension is, how it operates, and what it accomplishes. In fact, in some States, many of the people you work with are not informed on the State University. You are their introduction to the Extension Service. And you have to do some of the acquainting job that the early Extension workers did with producers before they got their program rolling in high gear. Your public relations problems are bound to be bigger and more difficult with a group such as that.

Let's refer back to that list of the special fields in which your public relations lie. And let's start with that first one ... at your own college or university and with your own fellow Extension staff members. For the top administrators, service to the people of the State, reactions and comments of retailers emphasize the values of the University and Extension, the progress in education that adds to the reputation of the University, the publicity and good comments in the press that your program gains for the university or the college of agriculture ... are all avenues that reach the areas of interest of the top administrators.

Reports ... what you have to say in committee meetings ... and informal discussions with members of the administration ... are ways in which some of these ideas can be put over. What other people say about your program to these administrators is a factor that can be easily put to excellent use.

And it's important in this area to recognize the opportunities in public relations that come along ... and take advantage of them. Be an opportunist in its best sense in putting those opportunities to good use.

For the members of the Extension staff, you'll probably have to translate the aims and accomplishments of your work into its values to the vegetable producer, the beef man, the grain grower, the hog producer, and the fruit men, if you're going to find a sympathetic response from many

commodity specialists. You may even have to find the ways that your program supports the pet theory of the economist, to give him the best understandings of what you're doing and what you're accomplishing. You may have to take some of the Extension staff people to the schools and show them how you operate.

In meetings ... in formal conversation with these commodity specialists .. by referring clippings and other things to them ... by getting their assistance in your work ... and through the things that the people they work with tell them about what you do and its value ... you can accomplish some of these things. Somehow, you need to infect them with some of your enthusiasm for the program you are conducting.

With the office of information staff, you need to have excellent and effective working relations, because they can provide you the help you need with so many of your public relations problems, if they are a well organized and intelligently operated information office.

But you may have to do some educating with the editors as well as with the commodity men. Some editors have spent many years in handling the informational phases of production education. In some cases, they still have to be shown the place that marketing should have in Extension's program. They haven't yet learned in some States to mention consumer education and retailer education work, when they're writing about the things Extension offers the people of the State. But I think you'll find progress can be made in this field when you can show them some good human interest stories in your work.

When you come to the county Extension staffs, the retailer education work offers an excellent chance to get county agricultural agents interested in marketing education ... and to get them started on incorporating it into their regular programs with producers.

I listed as Number 2, the public relations problems with food handlers and the trade in general. There, of course, you have the opportunity to "go to town" on the values that can result to the retailer or other food handler from exposure to your teaching and your program. And when you demonstrate that you can do the job ... and the retailers find what you have to offer of value ... and then when your follow-up shows that the practices were put into effect ... and the aims of the retailer education program were actually translated into reduction of waste, retention of quality, better satisfied customers, and improvements in the marketing process, you're on your way. And your public relations can't help but be good.

I have already mentioned some things about the public relations problems that you might have with other organizations working in the same field. About the best thing I can say on that score is that we must cooperate wherever and whenever possible.

It is important that there be an exchange of information on schedules of schools, so that two groups working in this field not be running schools in the same town at the same time in competition with each other. With such a vast field to cover and so many people to reach, there does not seem to be any justification for such competition.

Many of the problems in this area will have to be solved eventually on higher levels. And it has seemed to me that much could be accomplished if the United States Department of Agriculture or the Land Grant College Association worked out a long-range marketing education program that could add some direction and coordination to the efforts that are being expended in marketing education.

The public relations problems with the public ... the taxpayers ... who support your work ... need top consideration. The people who pay the taxes that make possible educational problems have a right to be informed on what you are doing and what you are accomplishing. And they have a right to expect that to be presented to them in terms they can understand.

Keeping the public informed is of vital importance. And you can do it through the use of the mass media, through exhibits, the press, radio, television, through talks, through reports to the elected representatives of the people, through telling the story of what Extension is doing in this field and the values that are resulting. And that doesn't mean you have to put on a propaganda campaign. If your program is not such that the simple facts ... ably presented ... do not tell the story, then possibly the program does not deserve the support of the taxpayers' money.

With the so-called production-minded people who can't recognize the importance of your work, you have a real problem. Some of the responsibility for public relations problems with these people rests with the administrators. But you are the people on the firing line. And you can help a lot by showing these production-minded men what your work in the retailer field means to the people with whom they work. You will probably have to translate it into their own terms, if you want to make an impression on them. For most people it takes only the seeing and understanding of the relationships with their own work or welfare to adjust their thinking to the wider horizon.

Every extension service employee working in the retailer education field has a responsibility for furthering the public relations aspects of the program across the country. It's true, of course, that Extension's work in this field ... as in other fields ... is localized. But in that combination of localized programs operated individually ... with the inspiration and leadership broadened out so all can get the advantage of it ... there is the strength of the Extension methods of education.

More exchange of information between workers in the various States ... more assistance on subject matter and developments in the field of retailer education from the Federal Extension people ... better coordination of the efforts of workers in different parts of the country ... and better reporting of what is being done...all can contribute to a better and stronger program nationally.

I think that the retailer education staff of the Federal Extension Service needs to do all possible to keep workers in the States informed of new developments ... of research results ... of everything that can be of help to them. And it has to be a system of passing on that information that can operate at a moment's notice and can really service the people who are doing the teaching to the retailers.

The Federal Extension, too, can make the contacts with national organizations that can benefit greatly the workers in the field in all parts of the country. Much of this has been done, but more needs to be done.

Extension workers in this field need to have the latest and most accurate subject matter information. And while the method of presenting it can vary the whole length of the scale, the facts themselves must be consistent wherever the Extension program is in operation. In the fields where research results have not yet shown the answer, the Federal Extension people need to indicate the best information that is available ... and when new facts are found, get that information out the day it is available.

The public relations problems that concern yourself are the ones that determine to a great extent how you meet and solve the public relations problems in the other fields.

First, you need an appreciation of the importance of public relations to you, your program, the development and success of that program, and the furthering of Extension.

Then you need to plan your work so that you can devote the time and the effort to public relations that you need to give to it ... probably not the half-and-half division mentioned a while ago ... but certainly a good proportion of the time.

You need, of course, to have a program that is sound, that is accurate, that includes good teaching, that includes enough of the proper follow-up.

You need to tell the story of what your work is, what it is designed to do, what it is accomplishing, and the values it is producing. You need to tell this story in terms that apply to the particular group of people who need to know about it ... and there are many of these groups.

That usually means telling the story from different angles and with different emphasis ... and it seldom can be done by telling one version of the story alone. You need to tell the story in terms that interest the people you want to reach, if they are to react to it. And that may involve making reports in the traditional manner with the usual statistics ...and then writing an entirely different report from a case study or some other angle, that deals with people, their problems, and their successes through the use of the educational helps you have taken to them.

You need to use radio to reach people in large numbers to tell them of the work and how it is doing. Press, the trade papers, and magazines are vital in a good public relations program. Television has its place too, and one that will grow in great strides in the very near future.

Reports, exhibits, publications, handbooks, leaflets, demonstrations, contacts with people, attendance at conferences, conversation ... they are the same methods and tools that Extension workers have used for years. But you need to adapt them to your purposes and use them well.

You need to recognize the problems of the retailers with whom you are working ... to help them solve those problems ... and to make good advantage of the reliableness and lack of ulterior motives that is Extension's strength in education.

You need to recognize some of the stumbling blocks and be ready for them. For example, be ready with the answers when a grocery man says that you're just helping his competition ... and when he assures you that his concern knows all the answers and needs no help ... and you know that you could take him to his own stores and show him the worst possible produce display ... with poor quality stuff, unattractively arranged, and poorly merchandised.

Be prepared to meet arguments from producers that your work is not to their advantage. You hear such arguments occasionally from people who are not well informed about what Extension is doing in this field and how it has values to them as producers as well as to the retailers. I have yet to find a producer ... who after you sit down with him and explain what the program is, what it does, and how it reacts to his advantage ... does not agree that it is a good program.

The Qualities That Promote Success

Generally, I think you will find that Extension workers in the retail education field have desirable aggressiveness ... have a real program that has produced and is producing results ... and that they exude the confidence that sells them and their program.

We've got a good program. We're proving that Extension can do this work effectively. And we need not hide any of our light under the proverbial bushel. We can stand up there and tell retailers and anyone else who cares to listen that we have something worthwhile and we are ready and willing to show how worthwhile it is.

Of course, we need to be able to teach...to teach in terms of your students...to use the visual and other aids that make learning easier... to be versatile enough so that if one of your students asks you a question out of the order of your outline, you can answer and recover before the session is at an end.

Solving Public Relations Problems is Vital

Marketing education is here to stay. And the chances are pretty good that it will provide the trail blazing that will give Extension education its next great surge of development in the years ahead. But whether it does or not will depend to a great extent on how Extension ... and how you people in the retailer education field in particular ... recognize, meet, and solve the public relations problems.

John I. Kross, Chairman of Discussion
"Look to Research"

I am happy to see a discussion of research being made a part of this clinic. In my opinion in the field of marketing close coordination between research and extension personnel is essential to the important task of collecting, analyzing and disseminating sound practical information. Extension and research are a part and parcel of the same goal which is to assist people in solving their problems. Both must play important roles in developing solutions to problems that the public wants answered.

Once the problem has been clearly defined and data secured, analyzed and understood, the results will be commensurate with the ability to turn facts into successful consequences. Research is one part of the job and extension is the other part - the two together make up the whole part. Unless research and extension are working together concurrently on the same problems we are apt to finish up with useless material in our library and files and extension personnel will be assisting the public in making decisions based on opinions, hunches and what the other fellow does. Decisions should not be made until each factor has been analyzed and the facts established. We must recognize likewise that in too many instances it is difficult to establish facts on marketing problems because of the complex nature of economics and marketing. Therefore, many decisions have to be made based on approximations rather than on precise factual material established through scientific method.

I think in the area of developing close coordination between research and extension perhaps there are procedures in handling economic problems. One procedure might be as follows: observe--analyze--plan--direct--execute.

- (1) Observe (preliminary investigation)--what is the problem.
- (2) Analyze -- what are the facts.
- (3) Planning proceeds on the basis of what the facts disclose.
- (4) Directions involve the effort required to ensure understanding of the plan with alternative solutions by all the factions involved in the problem--how each faction is better off and benefits by putting the plan into action--how each faction shares in the responsibilities and opportunities.
- (5) Execute or action. The decision as to the course to be followed rests with the faction or factions involved and not with the research or the extension worker.

LOOK TO RESEARCH

Barnard Joy
U. S. Department of Agriculture

I. How to teach vs what to teach

Those who overemphasize the philosophy of John Dewey which can be summarized as "learn by doing" put little emphasis on subject matter. There was a time and in some places, not in extension, when dishing out information was all that was required of a teacher. Maybe the pendulum has swung too far and those who are experts in job instruction training give too little thought to "what to teach."

Are you who have the title "extension specialist" meeting the qualifications that those words imply? Specialist implies intimate familiarity with the scientific knowledge in the field of specialty. Extension implies taking the results of research to those who do not reside on your college campus. It takes years of training to become a specialist. Continued qualification requires that a very considerable portion of one's time, 20, 30, or even 40 percent be devoted to the new scientific developments in one's field of speciality.

II. Is food retailing a science?

If we define a science as a systematic body of knowledge, I'm not sure whether the answer is yes or no. It seems to me that much of the information you are using is what I would call folklore. Someone surveys the trade and finds that most successful retailers follow a particular practice - therefore it must be a good practice. Such conclusions are not scientific.

They should be presented for what they are -- and that doesn't imply that they aren't valuable. However, he who is a good specialist must be enough of a scientist to distinguish between hypotheses which are probable and those which can be proved with objective data.

We do have some research that is of help to the food retailer. Much of it is found in other sciences. From education we can find much that will help him in training employees. From engineering we can find much that will help him in the construction, lighting and ventilation of his store. From plant science we can find much that will help him in handling produce. From psychology we can find much that will help him in understanding his customers and those who do not patronize his store. Such a simple principle as the fact that what we call "habit", resulting from the repetition of a satisfying experience, is more useful in merchandising than in teaching a rat to run a maise. A specialist must have a knowledge of the many sciences which have a relationship to his speciality.

De we have research that applies more directly to the specific problems of the food retailer? As always the answer is "yes but not enough." Dick Kohls and Cliff Cox have cited some and have given you a bibliography.

I will call to your attention some that is underway and planned in USDA.

A. Efficiency studies

Check-out counter - published
Grocery receiving, pricing and shelving - at points
Operations in meat department-in progress-involves
287,000 time observations.
Operations in produce department - planned

B. Wholesale - retail integration

C. Merchandising - space utilization - (mass vs wider variety)

D. Effectiveness of training programs

There are other sources such as -

A. Agricultural experiment stations

B. U. S. Department of Commerce

C. Colleges of Commerce and Business Administration

D. Private research organizations

E. Trade associations

III. What further research is needed?

One of Extension's responsibilities is to tell the research organizations what is needed and what is likely to give best results.

1. Testing of hypotheses such as:

- a. Are "fast selling" items synonymous with "planned" items in the produce department?
- b. Should fruits be together or mixed with vegetables?
- c. Should meat be grouped by species, i.e., beef, pork, lamb and poultry or should they be grouped by household use, i.e., roasts, frying meats, meat for broiling?

2. Economics of practices vs improvement in quality - lemons, eggs.
3. Practices vs profitable total operation.

Increasing sales and profit on one item may not increase total sales and profit.

IV. What can you expect from research?

1. Facts on specific items - not an extension program.
2. Scientific data on what happens under various alternative situations - not a J.I.T. demonstration or an extension publication.

LOOK TO RESEARCH - FOR WHAT?

R. L. Kohls, Purdue University

- I. Extension (and teaching) programs are successful and progressive only to the extent there is reliable, timely and useful information to teach and extend.
 - A. Reliable information is that which is factually based and objectively interpreted.
 - B. Timely information is that which helps answer questions which are pressing problems today - or better still, those which will be pressing questions tomorrow.
 - C. Useful information is that which helps answer significant problems - not that which is merely "interesting."
- II. Reliable, timely and useful information is a function of a smooth working extension - research team.
 - A. Extension personnel must be the liaison men between industry and the researcher. Part of their job is to see that significant, timely problems are brought to researcher's attention.
 - B. Extension personnel must be the prodders to interest researchers in this field. Currently, most research in this area is being done by researchers who have been active in some other area.
 - C. Some research may be justified to educate and bring up-to-date the extension and research worker themselves. It is impossible to select significant problems enough in advance to give timely, useful and reliable information if workers are not familiar with the broad scope of the food distribution job.
- III. Food distribution problems challenge workers to search beyond the familiar state and federal agricultural agencies for help. Extra work must be done to convert some research into useable answers - very little comes "pre-packaged."
 - A. Schools of economics and business and public administration have been doing work in this area for a long time. Their reports and journals should be part of our equipment.
Examples: "Retail Trade Area Analysis of 11 Southwest Iowa Towns," by Bureau of Business and Economic Research, State University of Iowa. "Reducing Distribution Costs in the Grocery Field - A Case Study," Journal of Marketing, April 1948.

"The Mortality of Independent Grocery Stores in Buffalo and Pittsburgh, 1919-1941," Journal of Marketing, July, 1947.

"Chain; Voluntary Chain and Independent Grocery Store Prices," Journal of Business, University of Chicago, Volume XII.

- B. Trade associations and trade magazines have made active research contributions.

Examples: The continuing statistical reports and new ideas on the grocery business by the Progressive Grocer, Weekly Digest of Food Distribution, NARGUS
The reports of the proceedings of the Super Market Institute.

- C. Manufacturers and other business organizations either through their own organizations or through hired research agencies continually study food problems of particular interest to them.

Examples: DuPont studies on impulse buying and prepackaging acceptance (done to help cellophane acceptance).

"Cost of Doing Business " series by Dun and Bradstreet.
Brand acceptance studies by many concerns.

- D. Much of the work done by state and federal agencies in the agricultural field is good, but takes considerable study to make it useful in retail problem solving.

- IV. What part should the USDA and experiment station research play in the retailing field? The job is one of using our scarce research and extension resources in the most advantageous manner to best meet objectives. Immediate objective may be to help retailer make more money; over-all objective is to improve the system for the mutual benefit of all. This requires that a way of sorting and screening of problems be devised to find the area of public responsibility.

- A. Public research may be justified as a check in areas where private research might give biased answers.

- Research comparing different refrigerating techniques or wrapping materials.
- Research checking the broader implications of the recommendations of special interest groups such as citrus and apple growers.

- B. Public research may help in the problem of "fitting the pieces together." Problems of operating a successful unit may be somewhat different than problems of operating a successful produce or meat department.

- C. We should guard against merely extending current practices. The status quo is usually popular but need not always be right.
- Can we continue to study better promotional means without facing the issue of higher marketing costs versus lower consumer prices?
 - Can we continue our emphasis on quality almost at any price?
 - Can we continue to teach mechanical pricing and mark-ups without knowing anything concerning methods of arriving at a reasonable pricing policy?
- D. Where should the principal research extension effort be aimed - the "ma and pa" subsistence stores, the middle sized stores or the large super market and chains?
- Can we justify public moneys to solve problems of those who can afford to do it themselves and the results of which research are not readily transferable to less elaborate units?

LOOK TO RESEARCH AT PUBLIC INSTITUTIONS

Clifton B. Cox, Purdue University

- I. Look to Public Institutions for Research in the Following Areas.
 - A. Bench marks or determining need for and progress made in training.
 1. Determine the need for a training program. See conditions before training or extension work is begun. Example: Retailing Meat in Indiana.
 2. Measure progress made in training. Several ways: (1) Number of reports written, people attending meetings, gimmicks sold (suckers caught), miles traveled or meetings held. (2) Research method - sample both cooperators and non-cooperators and check progress and profits. Example: Purdue Evaluation Study.
 3. Check actual practices being used by case method if necessary. Many know what answer to give, but do not practice. Find out does it pay to follow practice. Example: Retail Produce Departments, Purdue Station Cir. 382.
 - B. Decreasing costs per unit - efficiency studies - very little has been done here. Left most of it to stores and trade people. BAE has done some.
 1. Determination of costs and margins. Studies in this area probably should deal with some of the best stores in group to determine possible savings. (cost accounting) C.R.&S.D. (FCA)
 2. Develop improved work methods - syntheses of best from several (time and motion studies). Some work has been done on cost of self-service.
 - C. Decreasing deterioration of products - this area has been worked by both private and public research agencies. More to be done.
 1. Refrigeration. Refrigeration of peaches - Illinois Bulletin.
 2. Wrapping. Gowland and Bratzler - Technical problems of self-service meat.
 3. Handling. Defects in Maine potatoes at retail stores.
 4. Storage.

- D. Pricing - Many gadgets have been developed, but need more principles evolved and included. May be more important to find out how to price a head of lettuce to sell rather than how to keep it a week.

How do you teach pricing? Mark-up, margin, cents per pound, all traffic will bear? In a recent study, the most mentioned slow moving meat item was "steak". Do people prefer boiling beef over steaks? Yes - at a price! Why should luncheon meats have the highest percentage markup in meats - probably least waste, equipment and labor.

- E. Check findings of private companies whose products are being sold to the public.
 - 1. Wrapping materials - cellophane, locker paper, butcher paper, pliofilm, aluminum foil, antioxidants, spray residues, etc.

II. Look for research.

- A. Retail area is not limited to work done within a state as usually practiced in agricultural production. Results of studies show that a small store in one area operates practically same as in another -- Topeka, Kansas and Lebanon, Indiana. Not bounded by soil types. Area is at least U. S. Maybe some results from other countries are applicable.
- B. Have a definite program for searching literature. Example: 3 in field - 1 in office. Trade journals, professional journals, private company publications, newspapers, magazines and bulletins are sources. No need for all to maintain a file on material - have a system and a method for calling material to the attention of interested workers.*
- C. Look for methods being used in the field that are successful. Evaluate - perhaps change some. If necessary, ask for the method to be studied. This is best area for ideas.
- D. Educate the researcher - suggest problems. Tell him what is needed. Take his findings and make them applicable or understandable to your audience. Partial bibliography is attached. Some studies and writings have been omitted because of duplication. Others have been overlooked.

*See appendix for a partial bibliography on Retailing and Consumer Preferences.

RESEARCH ON QUALITY CONTROL OF FRESH FRUITS AND VEGETABLES

William E. Lewis, Senior Horticulturist
Bureau of Plant Industry, Soils & Agricultural Engineering

The purpose of our study has been to develop and apply methods of handling fresh fruits and vegetables in retail stores so that their life may be prolonged, not only until the retailer gets rid of them but until the consumer has had a reasonable time to use them. After all, the consumer is the one that must be satisfied with the produce when she prepares it for the table. With the consumer's viewpoint in mind as well as that of the retailer, some of our testing periods have been carried on for 10 days to two weeks. The average consumer's choice of any particular kind of produce is influenced by appearance and quality. In many respects, appearance and quality are closely associated, although this is not always true.

Produce that is in good condition when received by the retailer will retain its good appearance longer under almost any method of handling than stock that is in poor condition when received and handled under the best practices. It is the poor produce that the retailer must be especially careful in handling if minimum losses are to be obtained. Poor produce must be moved through retail channels just as soon as possible, even at a discount. If unable to move the produce during the first day, the retailer should hold it under the most favorable condition during succeeding days.

The condition of a fruit or vegetable when it reaches the retailer depends upon its previous history. Weather conditions before and during harvest, and the kind, amount, and time of application of fertilizer to the crop have an important bearing on its shelf life. Its condition also depends upon the number of times it has been handled, the temperature during the marketing period, the length of time it has been in transit, and the extent to which natural deterioration has progressed. Rough handling, overheating, or freezing may occur, or some disease may develop in transit. At times the movement from one dealer to another is delayed, and this results in deterioration. In such cases, it is often necessary to recondition the produce by removing the damaged portions and repacking the produce. For example, celery, cabbage, lettuce, and cauliflower may arrive at the retailer's with a few of the outer leaves yellowed, bruised, wilted, or decayed; these leaves are removed, leaving the remainder of the stalk or head in good condition.

The retailer probably has one of the toughest jobs to do in trying to extend the shelf life of fresh fruits and vegetables so that the consumer will be satisfied with the produce she buys. Fruits and vegetables usually leave the shipping point in good condition, but the grower or shipper cannot foresee what the condition of the commodity will be when it reaches the retailer who may have to hold it for a considerable time before it is sold.

All fruits and vegetables deteriorate more or less rapidly when displayed on retail store racks. Wilting, decay, ageing, and other factors causing loss of quality can be greatly reduced by proper handling methods.

Heat accelerates ageing with increased respiration and consequent deterioration in quality. Moisture at the higher temperatures provides ideal conditions for the development of decay organisms. Low temperatures reduce respiration and ageing, while the addition of moisture helps to prevent drying out of the produce.

Most fruits and vegetables benefit from refrigeration. However, some are sensitive to temperatures below 40° to 45°F. Such produce is subject to chilling that may not be immediately apparent.

Our work during the last 4 years has been to determine the effect of refrigeration and moisture on the shelf life of each of the more important fruits and vegetables. Several years ago studies began with preliminary surveys in Kansas City, Memphis, and Baltimore to determine the condition of fruits and vegetables offered for sale on different types of retail store display racks. Due to the many variables involved, it was impossible to secure sufficiently accurate information from these studies.

In order to conduct the studies under more controlled conditions, a laboratory at Beltsville, Md., was equipped with several types of display cases and operated to simulate certain retail store practices.

Three types of display cases have been used -- a non-refrigerated case, a mechanically refrigerated (convection type), and an ice bed case.

Two types of produce barrels -- a wood barrel and a metal drum were used for night storage of produce that had been held during the daytime on the non-refrigerated rack.

"Walk-in" storage rooms held at 32, 40, and 50 degrees F. and high humidity were also used for night storage.

Studies will soon begin relative to the shelf life of produce displayed on a mechanically refrigerated case having forced circulation.

RECEIVING, HANDLING AND PREPARATION OF PRODUCE FOR DISPLAY

Raymond Higgins, Michigan

"Produce properly prepared is more than half sold" is a saying that has a great deal of truth in it. Yet many retailers have given all too little attention to this important fact. What happens to produce between the time it arrives at the back door of the market and the time it is placed on display has as much to do with its being sold at a profit as does an attractive display, advertising, promotion and salesmanship.

Assuming that your produce is properly bought, let's follow through on the techniques that will best get properly prepared produce to the display.

The moment when your supplier steps in the back door the retailer should be instructed to take a quick look at how the supplier's truck is loaded. Are the crates stacked on the bulge or on end? Will the items on the bottom bruise or not? This will give him some idea of what to expect from the produce he receives and an occasional prodding by the retailer helps immensely to educate the supplier. Each item should be weighed as it is received in the produce department. The weight from the item should be marked on the invoice or sales slip. The reason for this is that the retailer, if after getting used to a 75# crate of lettuce, on a certain day gets one weighing only 65# or 68# he knows immediately that something is wrong with that lettuce. Either the ice has melted and the lettuce has dried out or he has a short crate. He knows that that crate needs immediate attention.

Managing the Produce Cooler

1. Clean out all odds and ends the first thing in the morning.
2. Stack all items requiring dry refrigeration in one section together.
3. Stack all items needing wet refrigeration together.
4. Use plenty of shelves across one end of the cooler for bushel items. Increase the amount of shelving during the summer months when local produce packed in bushel baskets and open crates is in supply.
5. Stack all crates having a bulge, on their ends or sides, not on the bulge. Stack all bushel baskets offset, not directly on top of each other.
6. Watch your code dates for a first in, first out basis. (This chain dates all packages on the day they arrive in the produce warehouse).

Equipment for the Back Room

Use some type of truck to move the produce from the back room to the sales area.

Starting with laundry tubs or a sink and adding drain-board shelves on two or three sides of the tub, the retailer can greatly improve the efficiency of operation in the back room. These drain boards should be tipped so that they will carry water into the tub. Put a shelf up over the tub, utilizing what is normally waste space as additional draining space for baskets of produce. A five foot length of hose attached to the faucet can be used to squirt potatoes or other items that are on the drain boards, to clean up the area, or to fill a tub placed on a shopping cart.

Have a tool rack in a handy location for the trimming operation. This tool rack should contain crate openers, trimming knives, rubber bands, marking pencil, clip tags, poly or cello bags, a brush, broom and a mop. There should be a place for everything and everything in its place! Of course it would add to efficiency to have a cement floor with a floor drain, slatted floor stands, and waterproofed walls for the trimming area.

Another handy item to have around the back room for preparation of produce for display is a trimming board which is used for trimming cauliflower, sweet corn and cabbage. This can also be used for holding the crate of lettuce or celery. It should have slots on both ends for knives and a crate opener and a small box should be tacked under the slots to completely enclose the knife blades. The cutting board can be mounted on two up-ended orange crates which are braced together or it can be built as a solid cutting block. Marking pencils, rubber bands, etc., can be kept on the shelves underneath. Two people can work at this table at one time, one working to the right on one side and the other working to the right, facing on the other side. Place the containers for catching the trimmings on inverted crates so that they are about twelve inches off the floor.

Proper Use of the Trimming Knife

Let's start with a few general rules for the trimming operation. Rule number one is, always cut away from yourself. Use a good slicing action, so that the knife blade does the work. Get a good slicing action on the item being trimmed by keeping your waist rigid, the elbow rigid, and swing from the shoulder.

Rule number 2, is to know where the knife blade is going. Set the knife at the point where you want to cut before you make the cut, rather than swinging at the item in mid-air.

Rule number 3, is to always keep the other hand in back of the knife blade. It takes time for a message to go up one arm, through the cranium and back down the other arm, and in this time that knife blade is usually through your finger.

"Freshening" Lettuce

Using the crate opener rather than just ripping the lid off, start at one side of the crate at the end and lift under the end nail. Then go to the next nail and work down the side until that one edge is completely off. Going to the other side of the lid, lift under one nail at a time until that edge is off too. Place the lid aside against the wall, so that the nails are not exposed. Some of the nails on the edge of the crate may still be protruding. Now, what do you do with these nails? Ever pound them straight through? The nail is made just a little bit longer than the edge of the crate. Pounding it straight down in this fashion does not dispose of the hazard, but increases it. When you try to lift the crate, you tear your finger apart from the sharp edge of the nail protruding through the board. Always pound the nail over and then down.

In the top layer of a crate of 48's there are four heads in the center arranged in a square. One of these heads is slightly higher than the others. This is the key head, the head which was packed last and will suffer the least damage by removing first. If you do not know for sure which of the four is the key head, then go to a corner head and wiggle that out. This does the least amount of damage to other heads in the crate.

Now let's freshen up this head of lettuce. (At this point it is important that you position the trainee to the side and behind you so that he can look over your shoulder. This is so that the trainee gets the same perspective of the item and trimming procedure as you do).

Holding the lettuce in the palm of your hand and starting at the top, pick off the outer leaves which are badly damaged, decayed or yellow, removing those leaves. Then pick out any spots or the ends of any leaves that have tip burn or freezing injury, saving as much of the leaf as possible. Break any stubs off the base. Then, holding the head firmly at your side, stroke a thin slice off the butt, only enough to remove discoloration.

After trimming the head wash it before putting it on the display rack. Lettuce is an item which should be dipped in water, but should not be given too much of a bath. It should be dipped crown in, crown out. In this way there is enough water carried over the head to rinse away the dirt, to give the lettuce a drink, and to add some sparkle to it upon the display, without water-logging it (which results in later breakdown). Items which are dipped in the back room should be placed in a metal tub for removal to the sales area.

Some retailers put a rubber band around the head to keep the outer leaves on. Some put the head lettuce in small polyethylene bags.

"Freshening" Celery

In trimming celery, look it over and remove any outer stalks which are badly damaged, decayed or broken. Take no more than is absolutely necessary, because you want to keep the stalk as big a value to the customer as possible. Remove those stalks which are damaged so as to dress up the celery and freshen the stalk. If the small upper stem of the stalk is damaged, decayed, or yellow, we remove that small portion. We then hold the stalk firmly at the leaf line and take a thin slice off the top of the stalk, only enough to remove the dried-out tip ends of the stalk. Then, bracing the stalk firmly against your hip, stroke three or four slices off the butt, slicing down and away, sharpening the butt to a pencil point.

That stalk of celery is not dead. It is a living, breathing plant. It is constantly giving off moisture to the surrounding air. Therefore, it needs some moisture to replace the moisture it is losing. Leaving as much butt as possible by sharpening it to a pencil point, as we just did, leaves a reserve supply of water and nutrients for the stalk. It also prevents cutting into the stalk and loosening the outer stems. It allows for retrimming by simply slicing those same three or four surfaces to remove discoloration. It is also far more attractive on the display.

Rubber-banding celery is a good way to prevent breakage on the display. The stalks in our trim box can be gathered and banded together, the ends trimmed off square, the bunch washed or dipped, and the bunch sold as soup celery.

"Freshening" Cauliflower

We should remove cauliflower from the crate butt-end first so as to prevent damage to the flower and place it on the trimming table. Take the knife out of the rack, back it through the lower leaves into the flower, turn the blade down and slice off the lower leaves by drawing the knife back. Rotating the head, continue to cut the ends of the leaves off at the point about even with the flower or slightly above, until you have the entire head trimmed around. Turning the flower around so the butt end is out, slice the butt off level so that it will stand on the display. Pick the flower up and proceed to pick out those small green leaves which curl over and hide the flower, to show as much whiteness as possible. If we have a mechanically refrigerated display or an ice display, we would dip the cauliflower before placing it on the display.

If there is a bruise on the face of the flower, use a brush to brush off the bruise. Use a finger nail or tip of the knife to pebble the bruise or damaged portion off, if a brush is not available. This leaves the naturally pebbly type of surface which is not easily seen and still removes the discoloration.

One thing which can be done with our cauliflower is to put a rubber band around and over it and attach a clip tag to the rubber band at the face of the flower. The flower is then weighed and the price marked on the clip ticket and also on the butt.

A tip to pass on to the retailer and to the consumer is that the cauliflower can be cooked whole, leaves and all, in the pot of water. The leaves taste better than cabbage.

Cabbage

Starting at the top, the same as we did with head lettuce, and working down, pick off those outer leaves which are badly damaged, decayed or broken, leaving as much as possible. Pinch off the tips of any leaves suffering from tip burn or worm riddle, saving as much as possible of the leaf, unless the entire leaf should come off. Then place the head firmly on the table and slice a thin slice off the butt, only enough to remove discoloration.

Cabbage is also dipped before being placed on the display, doing it either in the back room or at the display area. It is normally weighed and the price marks put on the butts for self service.

Handy Trim for Sweet Corn

The trimming table works very well with an item such as sweet corn, because a good, fast and efficient job can be done in the following manner. The sweet corn is dumped on one end of the trim table, one ear of corn is grasped with one hand, the knife is used to cut through the butt, the ear is turned around and the knife cuts through the cob but not through the leaves. The knife is held down and the ear stripped back. By holding the knife blade down on the leaf and lifting the ear, this strips one side of the cob and shows it to good advantage for display.

Save Those Sheared Lettuce Heads

Occasionally, a retailer gets some lettuce in which several heads packed along the edge of the crate are partly sheared, and he wonders about some use for those heads, or some method of trimming them. The heads can be cut into quarter wedges and these quarter wedges placed on a food tray. The food tray is then draped with slices of tomato, cucumber, radishes, and peppers, all of which may be salvageable from items which would otherwise take a mark-down or be a complete loss. For instance, radish tops which are slimy are unsalable, but the radish roots are still good edible food. Trimmed up in this fashion, they can be used. The unit is then overwrapped with cellophane. This lettuce wedge salad is a terrific seller. Most retailers who have tried this have found that it develops into a regular feature of the department and they use all good produce for the tray units. It practically eliminates any decay in the department on those items used.

Properly prepare your produce and it is more than half sold. Freshen for eye appeal, for eye appeal is "buy" appeal.

BASIC PRINCIPLES OF SELF SERVICE DISPLAY

Eric Oesterle, Indiana

I. Prepare the class for the session on self service produce display

- A. In the modern self service store, Mrs. Consumer is invited to wait on herself. Thus, large groups of persons can be serviced with a minimum of labor. But, self service is impersonal and lacks the suggestive selling which is symbolic of service type operations. For this reason, every effort should be made to develop displays which will appeal to Mrs. Consumer and stimulate her impulse to buy.
- B. Ninety percent of fresh fruits and vegetables are sold on eye appeal. And about 50% of fresh produce sales are impulse sales. Consequently, these two factors -- impulse and eye appeal should be a major role in planning a selling display.
- C. Creating displays which sell more fresh fruits and vegetables requires strategic planning - not a hit or miss proposition.
- D. Our job is to examine the principles of self service display and to apply them in developing an actual display.
- E. But - there is more to a sound merchandising program than just display. Display is merely one link, freshening, pricing, etc., are other links. Our merchandising chain is no stronger than its weakest link.
- F. Discussion of principles because principles work regardless of store layout, equipment, etc.

II. Describe and demonstrate the principles to the class

- A. Refer to diagrams of display which have been distributed. Describe equipment to be used in demonstration as to length, mirrors, dividers.
- B. Call attention to "principles of profitable display" as listed on sheet.
- C. Briefly discuss principles. Stress importance of actual demonstration in the planning and building of the display.
- D. Principles -- write on board -- flannelgraph

1. CLEANLINESS

Essential for eye appeal. Dirty carrots and radishes just don't glisten and glitter. Remember many of the fresh items that Mrs. Consumer selects from a produce

rack are eaten raw, and the impulse to buy fresh salad items is closely associated with the vision of a lovely fresh salad. So wash away the dirt and sand - give fresh produce a facial. Let eye appeal do your selling job.

Cleanliness not only applies to the fruits and vegetables on the rack but to the overall department. Display fixtures (mirrors, especially) should be sparkling, the floor clean, and the apron and fingernails of the produce clerk immaculate.

2. FRESHNESS

- Can't be overemphasized as bases for profitable produce departments.
- Buy the freshest merchandise available.
- Freshen by removal of wilted, decayed, unattractive portions.
- Restore freshness with a cold water bath
 - surrounds commodity with a thin film of moisture which
 - checks loss of moisture from product
 - retards discoloration by protective film which seals out air.

3. COLOR CONTRAST

- Fruits and vegetables are naturally beautiful in color
- Contrast these colors - red apples next to green celery makes the red apples look redder and the green celery look greener.
- Colorful displays are eye catchers - are pleasing to your customers.

For a colorful display

- Draw a plan on paper or hang labeled price tags over rack to indicate position of commodity.
 - start and end display with a green item:
 - green is plentiful as compared to brighter colors.
- use solid ribbons whenever possible for optimum color contrast.
- if ribbons of produce must be split, contrast from front to rear as well as from side to side.
- mirrors glamorize - create idea of mass display.
 - a 90° angle between produce display surface and mirror is very desirable for duplication of display. If the angle is greater or smaller, distortion results

4. LOCATE FAST SELLERS

- Certain items are planned shopping list items; other are bought on impulse
- Define
 - planned item - written on shopping list, found on produce racks 365 days per year, not too perishable, fairly rapid turnover, carried by most stores; result - overall percentage of mark-up tends to be low.

- impulse item - sold on eye appeal, seasonal, highly perishable, slow turnover, not carried by every store;
result - overall percentage of markup tends to be higher.
- Ten planned (everyday) items account for 72% of produce sales.

potatoes	apples
oranges	onions
tomatoes	carrots
bananas	grapefruit
lettuce	beans

- Five additional items account for 8% of produce sales.

celery	peaches
cabbage	strawberries
lemons	

- Space these big sellers out on rack; encourage shopping of entire rack. Place slow moving perishables between fast selling, planned items.
- Thus, lead customer to planned, volume item, expose her to slow moving perishable on either side.
- Change rack regularly to reduce habit shopping.

5. EASY TO SHOP

- remember the tall and the short customer.
- make it easy for Mrs. Housewife to buy - and for you to sell fresh produce.

HOW?

- a. Use jumbled displays - don't pyramid! Only the top six or eight items on the top row of your pyramid are for sale - the other items are tied down. Jumbled displays offer greater accessibility to your customers, offer a maximum of selling surface.
- b. Butts up for lettuce and cabbage provide a "handle" for Mrs. Consumer to grasp - reduce consumer trimming of the leafy portions. Pricing on the butt encourages selection with the eye rather than the hand. Price indicates size.
- c. Horizontal displays of root and stalk vegetables - display carrots, celery, beets parallel with the front of the display case. Horizontal ribbons offer more produce "for sale" - are effective in contrasting colors.
- d. Use dividers in your rack - keep ribbons of produce neat and even - don't crowd items. Dividers are real aids during building or tearing down of displays. Items stay put between dividers.

6. EVEN HEIGHT

- no hills and valleys - if necessary use false bottoms when display of one commodity gets low - produce which is "hilled up" is "touchy" or very likely to avalanche when a customer buys from it.
- such displays never look over stacked or over shopped to Mrs. Consumer - they appeal to her.
- and, let's always present Mrs. Consumer with a full rack all during the week. Early in the week, quantity of perishables is naturally reduced, but rack can be filled with oranges, grapefruit to suggest that this store has fresh produce six days per week - not just week-ends.

7. SPECIALTY OR HIGH LITE ITEMS

- Specials create interest - keep customers alert as to the values in the produce department.
- Specials emphasize volume sales draw customers to the produce department. Should always be quality merchandise.
- Good idea to locate special in an area readily adapted to volume sales. Wall displays can be shopped by a comparatively small number compared to island displays which have a maximum of selling surface for a maximum of customers.
- Announce special with attractive sign. Have clerks, checkout personnel talk up specials.

8. PLAIN PRICING

- A recent consumer survey indicated that women requested variety, freshness, and quality as their main basis for shopping a certain produce department.
- To most customers, a good variety of quality, fresh fruits and vegetables are value, and worth the money!
- But, when the quality is poor, customers recognize poor values and complain about prices.
- Remember, impulse buying is split second in duration. And the picture must be complete in every detail - clean, fresh, easy to shop, and priced. Failure of retailers to price produce has killed many a sale.
- A good variety of quality, fresh fruits and vegetables are a value - a good buy - to Mrs. Consumer. If the price reflects this value, she'll not complain.

III. Have Class Plan and Build Display

- A. Call off produce items to be used in planning and building a display.
- B. Have class plan display using principles. Emphasize that principles work in most situations.

C - Collect plans, choose one. Student whose plan is selected becomes rack foreman.

D - Line up produce in front of rack in same order as on plan.

E - Demonstrate washing to class.

F - Have class build rack under direction of foreman.

IV. Summarize and reemphasize principles of display

A - Seat class, return plans.

B - Have each students express his ideas regarding rack as to its illustration of basic principles.

C - Instructor summarizes ideas of class under basic principles using actual display to demonstrate.

D - Corrections in rack may be made at suggestion of class.

E - Conclusion:

1. Stress importance of planning displays before building them.

2. Emphasize that principles won't work themselves but must be worked out in each store.

PREPACKAGING

Lewis F. Norwood, Jr., Massachusetts

Why Consumers Like Prepackaging

A recent DuPont customer survey showed that the cleanliness and sanitation of prepackaged produce was the most important reason why consumers preferred this method to bulk merchandising. With the recent expose on the filth, dirt and unsanitary practices found in several wholesale fruit and vegetable markets, cleanliness should become a more important factor than ever in the days ahead. Of equal importance to Mrs. Consumer is the convenience of complete self-service and prepackaging, which makes it possible for her to make her selection quickly and be out of the store in a matter of minutes -- without the conventional waits of the old service type stores -- wait to be served -- wait for the item to be weighed -- wait for the wrapping -- and wait for price making. Easy refrigerator storage and improved quality and freshness of produce are other reasons consumers give for liking prepackaged produce.

Prepackaging Benefits the Retailer

Prepackaging of produce has enabled retailers to satisfy the needs and desires of customers, while making possible volume sales and more efficient operation. This has made it possible for him to pass savings on to the consumer while reaping greater profits. Other advantages of prepackaging to the retailer are:

1. Encourages impulse buying by elimination of delays.
2. Speeds traffic through stores and helps to eliminate confusion.
3. Serve more customers at one time.
4. More efficient use of labor.
5. Better control of weights and pricing.
6. Better records and better ordering.
7. Rotation is made easier by date-coding.
8. Less customer handling.
9. Neater, more orderly departments.
10. Lends itself to better merchandising methods.
11. Better service to customer at checkout.

Doing the Job

It seems that there are as many ways to prepackage produce as there are stores doing the operation. To claim that any one method of doing the job is "the way" would be ridiculous. It's up to the individual store to adopt the method that will best fit the store, the customers, and the produce being handled.

For the greatest efficiency in the operation, it would seem that more packaging should be done at the production and shipping level because of the savings that could be made in transportation costs. Already we have potatoes, onions, oranges, carrots, broccoli and sweet corn being packaged at the source. And as results of recent research become available, more prepackaging should be done at the shipping point in the future.

Many retailers, who feel that they are in the food merchandising field and not in the prepackaging business, buy as many items ready-packaged as possible -- if the quality is satisfactory, and the price is right. However, to do the job needed in prepackaging, many items must be prepared in the retail store.

Fortunately, some produce items need no packaging, for nature has already taken care of that. They need only be properly displayed and priced for self service sale. Such items as cantaloupes, cucumbers, cabbage, eggplant, squash and watermelons need only be properly displayed and priced for self-service sale.

Mesh and paper bags can be used for some of the more hardy items. They can be filled simply and easily in the retail stores. Apples, grapefruit, dry onions, oranges, potatoes, sweet potatoes and tangerines can be sold effectively in these containers. It is advisable, however, when paper bags do not allow the customer to see the contents, that the packaged items be located near bulk displays.

Wrapping with a transparent film. There are several methods of using transparent film in wrapping produce, including complete wrap, tray overwrap, partial wrap and use of transparent bags. Also, there are several types of films available for wrapping and bagging of produce. These films vary in transparency, thickness, sealing qualities, resistance to moisture and in their ability to permit or prevent exchange of gases. The more important transparent films being used are:

Cellophane is probably the best known. It comes in a variety of colors and thicknesses and treatments. Several types of cellophane provide varying degrees of moisture-proofness and heat-seal strength.

Cellulose Acetate is similar in appearance to cellophane, but its different physical properties recommend it for certain special uses, such as packaging mushrooms and tomatoes.

Polythene Film is light-weight, water-insensitive and commercially transparent. It is a plastic film. And its added strength and relative inexpensiveness as compared with Pliofilm are the reasons that this film is popular with the trade.

Pliofilm is made from crude rubber. It is light-weight, highly transparent and durable, but its high cost has limited its use by retailers.

Taped or partially wrapped items -- included in this group are bananas, asparagus, bunched beets, carrots, celery, sweet corn, cucumbers, kale, leaf lettuce, leeks and others. These items can be taped together by use of paper or cello tape, or rubber bands can be used as in the case of asparagus, carrots, beets, celery, etc. Heads of cauliflower, broccoli can be protected by a covering of cellophane fastened with a tape or a rubber band, while a parchment cone placed around loose lettuce will provide some protection against customer handling.

Transparent bags lend themselves to a variety of uses in packaging fruits and vegetables for self-service. Many fruits and vegetables can be packaged into these bags. For the larger and heavier units of fruit and produce such as carrots, oranges, potatoes, yams, onions, apples and grapefruit, ventilated polythene bags are used. Cello bags are usually used for the smaller and lighter units. Bags are usually heat-sealed to close the package. However, staples and scotch tape are also used.

Tray and direct wrap -- In tray overwrap, the produce is placed in paper trays and then overwrapped with a transparent film. Trays may be completely overwrapped or covered with a band of cellophane. Both sheet and roll cellophane are available. Several stores in the Boston area that formerly used the band method of tray overwrap have discontinued using this method, because they feel that the complete tray overwrap gives less trouble on the display rack. Items commonly tray-overwrapped are: broccoli, carrots, cauliflower, corn, parsnips, peppers, tomatoes, apples, grapes, lemons, peaches and plums.

For direct wrapping, sheets or rolls of transparent film are used, usually cellophane. The package is usually sealed with heat-sealing irons. Direct film-wrapping brings out the "bloom" on fresh produce and is used on asparagus, broccoli, cauliflower, celery, corn, head and leaf lettuce, radishes and winter squash.

Any of several methods of prepackaging can be used to package produce items. With the correct materials and a little experience, the mechanics of the operation can be mastered. But wrapping produce correctly in the proper transparent film does not insure success. There's more to a prepackaging operation than the packaging.

What's Needed for a Successful Prepackaged Produce Operation

To insure success with prepackaged produce, it is necessary that the retailer:

1. Buy quality produce -- there is no place for off-quality, over-mature, shopworn fruits and vegetables in cellophane bags.

2. Handle carefully, code-mark and quickly refrigerate perishable items upon arrival at store.
3. Scrupulously sort and grade produce before packaging.
4. Don't package off-grade produce -- it takes only one bad bag to spoil the reputation.
5. Use the right package for the right product.
6. Check and recheck produce displays at regular intervals for freshness.
7. Package a variety of quantities to meet customers' needs.
8. Use your package to show off the produce -- never to hide its defects.

Remember that a successful produce department doesn't depend on how new or how large your store is ... how low your prices are ... or how much you advertise. It depends on how well you prepare your produce ... care for it ... and how determined you are to give the customer what she wants in an attractive, honest package.

A SUGGESTED OUTLINE FOR
TEACHING PRINCIPLES OF RETAIL PRICING
(Fresh Fruits and Vegetables)

Milo G. Lacy, Extension Service, USDA

Objective of meeting

To give a clear understanding of what is involved and how the selling price of fresh fruits and vegetables may be determined.

Teaching materials

Pencils and paper
Blackboard, etc.
Pricing devices -- slide rules or wheels
Current price list showing wholesale prices

References

- 1/ Chapter 8, How to Make Money Selling Fresh Fruits and Vegetables - The Progressive Grocer
- 2/ Sales and Margins by Commodities - The Progressive Grocer - (A study of grocery, meat, dairy, and produce volume of seven super markets over a 12-week period).
- 3/ Figuring Prices Correctly, Merchants Service, The National Cash Register Company, Dayton, Ohio.

Preparation suggestions

1. Know the wholesale market situation - Make it a point to be familiar with wholesale prices. Have latest price list on hand.
2. Be familiar with retail prices. Have the latest grocery ads on hand to check specials.
3. Be apprised of local pay scales so that figures relating to labor expense will be in line.
4. Read reference material.
 - a. Have a general idea of the relationships of percent of store sales, percent of store margin, margin (gross profit) percent of sales. (See reference 2/)

I. Introduction

Business mortality in the retail trades has always been extremely high, both in actual numbers of failures and in a percentage computation. The U. S. Department of Commerce has determined that most of these failures result from the faults of those failing. For instance, the optimist who enters the field lacking sufficient capital accounts for 34.9% of all business failures. It is the incompetent business manager who is responsible for another 34.5% of total business failures. Actual competition is the cause of only 3% of total business failures.

Unrealistic individuals who conceive of retailing as the mere selling of goods for more than they cost are actually investing in business failure. The same reasoning may be applied to those who feel that the handling of necessities, such as food or clothing, is a guarantee of success, or to those who presume, after glancing at prices, to say --"anybody can make money in business."

II. Factors in Pricing

Expenses

Waste and unseen losses

Net profit desired

Cost of merchandise

Turnover

Demand

Services performed

Season

Location of store

Competition

III. The Sale is King - Fix Margins on the Selling Price

A. Here's Why:

1. Neither margin nor profit is made until after sale is made.
2. Other business figures based on sales -- all figures should be uniformly determined.
3. Selling expenses fixed in relation to sales.
4. Taxes are based on sales.
5. Total sales figures easier to obtain.
6. Profit is earned as a reward on all capital invested.
7. Percentage figures reflect correctly the "percent" made on sales.

B. The difference between mark-up and margin

1. Mark-up is a percentage of cost of merchandise
2. Margin is a percentage of sales

C. What happens when margin and mark-up are confused?
Your profits suffer.

For example: An item costs \$1.20 and you
want to make a gross profit of 20 percent:

Multiply\$1.20 cost
by20 percent representing margin
\$.2400

To\$1.20
Add..... .24
\$1.44 selling price

This may seem right, but work it backward,
remembering that what you are after is a 20
percent margin on sales:

Multiply.....\$1.44 selling price
by20 percent representing margin
.2880 (or 29¢) margin

From\$1.44 selling price
Subtract..... .29 margin
\$1.15 (which is 5¢ less
than the \$1.20 cost)

Something is wrong. Notice that 20 percent of the
selling price gives 29¢ as the difference between
cost and selling price, and that 20 percent of the
cost price gives only 24 cents. This difference of
5¢ on every \$1.50 (approximately) worth of merchandise
sold would mean a loss of \$1700.00 on a yearly business
of \$50,000. Many merchants fail to make a profit
because they figure their selling price this wrong way.

D. Figuring margin on selling price by simple arithmetic:-

Example: Item costs \$1.20 and a margin of 20 percent is desired.

The selling price always equals....	100%
Margin desired.....	20%
Cost of goods is therefore.....	80% of selling price

To find selling price, find 1/80 of cost by dividing 80 into 1.20 and multiply by 100.

$$\begin{array}{r} 1.5 \times 100 = \$1.50 \\ 80 \overline{) 1.20} \\ \underline{80} \\ 400 \\ \underline{400} \end{array}$$

\$1.50 is the sales price of a commodity costing \$1.20 and retailed at a margin of 20%.

To prove the problem -

What is 20% of \$1.50
Ans. .30¢

Subtract .30¢ from selling price

$$\begin{array}{r} 1.50 \\ - .30 \\ \hline 1.20 \text{ cost} \end{array}$$

IV. Margin in dollars and cents

Some grocers establish a minimum margin in cents per pound to guard against losses due to excessive handling, packaging, etc.

V. Pricing devices

Slide rule or wheel. Demonstrate and teach use. (A goodly number of kinds and varieties of slide rules and pricing wheels have been passed out to the trade from time to time. Experience has found that they are not used because most retailers either do not understand them or do not appreciate their utility).

VI. Handy Table
To Determine Selling Price From Cost

<u>For Markup of</u>	<u>Divide Cost by</u>
50% of sales	1 and add to cost
33 1/3%	2 and add to cost
25%	3 and add to cost
20%	4 and add to cost
16 2/3%	5 and add to cost

Example: For 33 1/3% markup

$$\begin{array}{r}
 .25 \\
 2 \overline{) .50} \\
 \underline{4} \\
 10 \\
 \underline{10} \\
 0
 \end{array}
 \qquad
 \begin{array}{r}
 .25 \\
 .50 \\
 \underline{.75}
 \end{array}$$

Cost
Selling Price

VII. Pound or Piece Pricing

- A. Pricing by piece is more common,
however
Pricing by weight is gaining in favor.
- B. Advantages of pricing by weight -
 1. Win extra sales by letting customer know she is getting full value.
 2. The pound is not variable - the customer knows exactly what she is going to get.
 3. The last customer gets a fair break.
 4. It reduces customer handling.
 5. Small sizes sell faster.
- C. How to determine price per pound -
 - Step 1. Weigh each crate and subtract tare to get exact weight of commodity being trimmed.*
 - Step 2. Divide this weight into total monetary return desired for crate of produce to get price per pound to be charged.

*With lettuce, celery, cabbage, cauliflower and other items which are usually trimmed for retail sale, consideration will need to be given to the "trimmed weight."

POULTRY AND EGG MERCHANDISING TRAINING PROGRAM

T. L. Joule, Missouri

and

C. J. Echterling, Indiana

(Because of time limitations, the turkey and egg merchandising sections of this program are not included. However, these sections are very important and should not be overlooked in the planning of a retailer education program in poultry and egg merchandising).

Introduction

Program part of state extension service.

Work in cooperation with local county extension service.

Program made possible to group through local groups who have sponsored program.

Program designed to discuss principles of:

Quality Determination

Cutting Techniques

Cutting Tests

Displaying

Handling Practices (day-night care)

as they apply to merchandising broilers or fryers.

Changes taking place in merchandising due to several reasons:

1. Smaller families
2. More women workers
3. Greater assortment preferred
4. Impulse buying
5. Increased consumption of broilers or fryers.

Quality Determination - (Illustrate while discussing)

Six factors involved in quality determination:

1. Fleshing and fat covering
2. Conformation
3. Dress
4. Cleanliness
5. Discolorations
6. General appearance

Cutting Techniques

More and more customers are demanding the retailer cut the broilers or fryers into pieces.

Many ways in which broilers or fryers may be cut; however, whatever method used only need a sharp knife. Meat cleaver results in bone splinters.

Methods of cutting to be demonstrated has been adopted by many retailers. Can be used for selling whole cut-up chickens or chicken pieces. Only need to learn one method of cutting.

(Demonstrate cutting of broilers or fryers into halves and quarters).

(Demonstrate cutting of broilers or fryers into pieces).

Reason for cutting bird in this manner. Explain reasons for making cuts when these can be illustrated.

Tray pack bird and explain why tray packed in this manner.

(Have each member of the audience cut up and tray pack a broiler or fryer).

Cutting Tests

Method of cutting enables merchandising by the piece.

All of the meat belonging on high priced cuts has been cut onto these high priced cuts.

(Conduct cutting tests by weighing and pricing various cuts at retail values)

Have members of audience assist in making test.

Compute margin on selling price on birds as whole birds and as pieces to illustrate increase in margin from merchandising by the piece.

Displaying

Everything done so far is of no avail unless birds can be and are sold. Birds must be displayed and display must be attractive and eye appealing.

(Build display of whole birds, tray packed whole birds, cut-up, and pieces).

Stress importance of the use of ice to maintain eye appeal and to prevent shrinkage and losses.

Stress value of full display.

Handling practices

Keep poultry refrigerated, 30° to 34° F.

Birds not on display should be kept on ice and drained at all times. Should store away from sharp, pungent odors. These odors are picked up and give birds off-flavors.

Poultry is one of our most perishable products and should be treated as such.

Handle with care at all times. Birds bruise easily and skin tears very readily.

Causes loss of appearance and increases spoilage.

Review main points covered under each phase discussed --

Quality determination

Proper cutting

Cutting tests

Proper displaying

Proper handling practices

PURDUE MEAT-MERCHANDISING PROGRAM FOR RETAILERS

James E. Young, Indiana

Need For a Meat School

The need for a meat merchandising program is great and also wanted by the retailers. In 1951 Purdue conducted a survey in Indiana titled "Retailing Meat in Indiana." It was this paper which lead to the organization of this meat program. A need as well as a desire for a meat merchandising school for retailers was brought out from this survey.

As to what was actually needed in the presentation of such a school, this too could be taken from the survey. Many retailers stressed in that survey what they needed or wanted to be contained or taught in a meat merchandising program. Some of these items wanted in a meat program were:

- Cutting Techniques and Methods
- Cutting Tests
- Pricing
- Displaying
- Special Merchandising of Slow Moving Cuts

These were the more important items that the retailers thought they needed. Of course, these are enough and you could spend an unlimited amount of time on each of these and still not arrive at a final answer.

Using these needs as a guide in organizing material it was a fairly simple process to bring together the subject matter for the school. From the survey other matter was found to be necessary besides what the retailers requested. Therefore, information other than requested by the retailers was included in the subject matter. Although many times we have to talk in terms of profits to the retailers we must think of Miss or Mrs. Consumer and try to give her a better product.

Before actually giving you the subject matter I want to relate some of the sources of the information needed. Some of these were:

Swift and Company Merchandising School - Although little was obtained as far as cutting, merchandising, etc., aid was received as to points to include in meat department operation.

NARGUS - Many of their publications were used in gathering meat department management information.

National Livestock and Meat Board - This group furnished information regarding actual cutting techniques and methods of merchandising the individual cuts.

U.S.D.A. Bulletins - Grades and standards.

The Purdue Meat School

From this collecting of what was needed and then the information itself here is the meat school and what it contains:

BUYING AND HANDLING -- Information is given as to what to think about when buying. This is all given in detail in the school and in the handbook provided.

TOOL HANDLING -- A sharp knife is essential for successful meat cutting. Although not directly considered a profit making device it may aid in making a more desirable product in turn giving Mrs. Consumer a more desirable product and finally increased sales and more profit.

METHODS OF CUTTING -- There are many different ways and means of cutting meat, probably a different method for every retailer. There are, though a few standard methods which meat cutters follow varying in order to meet their specific needs. To say that there is one and only one way to cut up a side of beef would be a foolish statement. In the meat school we follow the cutting procedure outlined and recommended by the United States Department of Agriculture Grades and Standards Department.

During a school we cut up into the retail cuts the following meat items: side of beef, 2 small 12-14 lbs. hams, 1 large 16-20 lb. ham, and 2 or 3 8-10 lb. pork loins. This is not a great deal of meat to cut up for a class of this type. We not only cut the meat but we discuss other variations or methods of cutting along with running cutting tests.

PRICING -- There are several different methods of pricing -- percent of selling price, percent of cost and cents per pound. Any one of these methods has its merits for deciding how much the retailers are going to make on a side of beef or a ham, but from one side of beef the retailer has any where from 15 to 20 different retail cuts of meat -- steaks, stew, roasts and etc. -- and each one of these usually commands a different value. Because of this great number of cuts from the one cut, a retailer must make cutting tests in order to determine the proper value for the cuts to ensure profit and still meet competition. If his initial cutting test does not give him his desired profit or does not meet competition, he must either vary his method of cut or alter his prices.

DISPLAY -- This is also an important part of meat retailing, properly displayed items sell faster than the haphazard display. Because of the perishability of meat items, we have developed display board, which serves to bring out the principle involved in a well planned display.

SALESMANSHIP -- Here a discussion of points to think about in selling. What type of customer are you waiting on? Do you know him or her personally? Is your personal appearance neat and clean?

In this school we feel a strong selling point is method of preparation. If the retailer knows how to cut it he should have some idea of how to prepare it. In our meat school we include a session on cooking and actually prepare a cut of meat.

The above summary gives you a brief idea of what is contained in the meat school. I might add here that veal and lamb are left out of the cutting, because very little of these meat cuts are found in this State. Many of the topics discussed in this paper are combined in the conduction of the school because of convenience and lack of time.

JOB INSTRUCTION TRAINING

G. Elwood Hookey, University of Indiana, and Milo G. Lacy, USDA

Is it enough to "tell" a person how to do something? Does "telling" as a method of teaching have any limitations? What about "showing?" How will it measure up? What are its limitations, if any? What, then, constitutes good instruction?

Using the job instruction training outline which follows, Mr. Hookey and Mr. Lacy, each taking half of the group, proceeded to demonstrate to their respective groups the limitations of each method. After fully exploiting the weaknesses of each method when used alone, a demonstration of a dependable method of instruction was given in which the four basic teaching steps, prepare the learner, present the material, apply the learning, and check on learning were used. Following this the two groups joined together to observe several teaching demonstrations which were then critically analyzed in light of how the instructor's presentation measured up to the principles of teaching used in the dependable method of instructing.

JOB INSTRUCTION TRAINING

: The appreciation session of JIT is a complete :
: description and demonstration of correct in- :
: struction. Those who hear and see this demon- :
: stration should have a clear idea of how to :
: teach a man to do a job. :
:

Outline for a 2-Hour JIT Appreciation Session

Introduction - What is job instruction, its
origin, use and application to this
particular group.

Demonstration of poor and good instruction -
using fire underwriter's knot.

Four steps in good instruction.

Job breakdowns - selecting the steps and key
points that must be taught if the
worker is to learn.

Application of correct instruction to a job
familiar to the group.

THE INTRODUCTION

Be sure that the group is arranged so that they can see and hear easily.

The first step in correct instruction is to prepare the worker. Establish a friendly attitude, tell him what you are going to do, find out what he knows about it, and get him interested in learning more.

Rework all ideas into your own words using personal and local illustrations but try to include the following:

1. Job instruction training is: How to get a man to do a job - correctly, quickly, conscientiously.
2. When the war broke we had to produce overnight what is had taken the Axis 10 years to make. Millions of new workers had to be trained and there was no time to lose, no material to spoil, no people to get hurt.

So the principles of job instruction first developed and used during World War I by various industrial companies were loaned to the War Manpower Commission. The present condensed training plan was worked out by training leaders in industry and vocational education. Although developed primarily for industry it has equal application to training people for jobs in agriculture, industry, office and home.

Supply illustrations to fit the interests of the group.

Job instruction training is not revolutionary. Even its originators define it as just organized common sense. It merely takes the things most anyone knows and organizes them so that we won't forget or overlook them. It forces us, the trainer, to look at the job from the viewpoint of the learner, and reminds us of the many familiar steps and skills that the new worker must be taught if he is to do the job correctly.

One thing more - the trainer is the boss. He decides how the job is to be done. There may be better ways to do it but job instruction is concerned only with training a man to do it your way.

THE DEMONSTRATION

Now how do we teach a man to do a job? By telling? That's right. By showing? Right also. Let's use those two methods to train a man. The job we will use today is the tying of a fire underwriter's knot. Many other jobs would do as well, but we will use this as an example because it is short, simple, and unfamiliar to most of us.

The following outline will call to your attention the procedure to follow, the type of questions to raise, and the kind of statements to make in connection with telling only, showing only, and correct instruction, including a detailed description of how to tie the fire underwriter's knot. A few short pieces of ordinary twisted lamp cord are needed for this demonstration.

Telling only

Have you ever tied an underwriter's knot? Ask a person on your right

I would like you to tie that knot for me. I'll tell you how.

Listen closely. The following must be memorized.

1. Take a piece of ordinary twisted lamp cord.
2. Hold it vertically with your left hand, between the thumb and first finger, six inches from the end.
3. Untwist the loose ends, forming a V.
4. Straighten the loose ends between the thumb and first finger of the right hand.
5. Hold the wire at the beginning of the V.
6. Pass l.h. strand around behind r.h. strand - form loop to right about one inch in diameter and cross wire in front of and at the beginning of the V (about $1\frac{1}{2}$ inch of strand will extend out to the left).
7. Hold the wire at the junction of the loop and the main strand.

8. Take the other loose end with your right hand.
9. Make a left hand loop. To make this loop, pull the loose end toward you, pass it underneath the stub, behind the main strand.
10. Pass the loose end through the right hand loop, from the back to the front.
11. Hold the ends evenly between the thumb and first finger of the right hand.
12. Pull the knot taut, shaping it between the thumb and first finger of the left hand as it is pulled taut.

Take cord from pocket, hand to member and ask him to tie it. After he tries (and fails) take cord, twist loose ends together, lay on table.

Thank you for trying. Was it his fault or mine?

Telling alone is not enough. Much of our instruction is telling.

Thousands of workers are being told at this moment.

Many jobs are difficult - too complicated to describe in words. Few of us can use the exact words necessary, anyhow.

Things we don't understand seem complicated when listening to words alone.

If the worker hasn't learned, the instructor hasn't taught.

Showing only

Showing is another method. Let's try that.

Do you know how to tie the knot? Ask a person on your left

I would like you to tie it for me. I'll show you how. Watch closely.

Take cord from table and tie knot. Hand him another cord from your pocket. When he fails, take cord, twist into shape again, lay on table. (If he ties it, compliment him, and at once hand the cord to another).

Thank you for trying. Was it his fault or mine?

Showing only is not good instruction.

He saw knot tied backwards. Most people don't "Get it."

We copy motions without understanding. Many motions are hard to copy.

We can't translate what we see into what we should do.

Again - If the worker hasn't learned the instructor hasn't taught.

Correct instruction

Men can learn their jobs with enough telling or showing.

These are not sure and dependable methods.

There is a sure-fire method that really works.

We are going to take a look at this sure-fire method.

Select a member and explain the setting. (A person on the right).

I will be the foreman in an electrical shop.

He has been working in the yard.

He has been promoted to the electrical shop.

He is going to learn to assemble electrical equipment and the first thing he is to learn is the tying of the fire underwriter's knot.

Note the method of instruction, not job of tying knot.

Put on the demonstration in correct instruction. This must be done naturally and ad. lib., keeping in mind that everything you do will be needed later in explaining the four-step procedure. Do not hurry. Watch for the little details that can mean so much in good instruction. Practice this demonstration ahead of time.

THE FOUR STEPS

Following the demonstration in correct instruction draw from the group and put on blackboard the things you did in putting on your demonstration. Get down the details of Step I and then label it Prepare the Worker. Do the same for the other 3 steps.

Pass out a card or folder and review briefly the 4-step procedure. Tell them the card or folder is for them to keep and use.

Following these four steps of good instruction will: save time - make work safer - reduce breakage - avoid waste - improve quality.

How to Instruct

Step 1. Prepare the learner

Put him at ease - get his complete attention
Explain what the job is - why it needs to be done
Find out what he already knows about the job
Get him interested in wanting to do it right
Have him stand beside you facing the job

Step 2. Present the material

Go over the job one step at a time
Tell, show, and explain each step
Stress the key points - those things that will improve quality,
prevent accidents, make work easier
Don't try to cover too much at one time

Step 3. Apply the material

Have him do the job for you
Have him show you and tell you why each step is done
Have him explain the key points
Ask him questions and correct any errors
Continue until you know that he knows

Step 4. Check on learning

Put him on his own
Tell him to whom he should go for help
Encourage him to ask questions about his work
Keep in touch with what he is doing
Be ready to help

THE JOB BREAKDOWN

A job breakdown gives a clear picture of what you are going to teach. It is a note from yourself to yourself to help organize your thoughts and insure against omissions. It is necessary because:

1. We think we know a job when we really don't, or
2. We know it so well that we overlook the points that stump the new worker, or
3. We think we know it so well that we don't plan how to put it over to another.

These weaknesses, unfortunately, are almost universal.

In Step 2 you noticed "One step at a time" and "Stress key points." Those steps and key points are the things the learner has to learn. Let's break down this fire underwriter's knot into steps and key points.

Use the blackboard to record the job breakdown for the underwriter's knot, as the group develops it. In the absence of a blackboard, think through the job breakdown with them, demonstrating it slowly step by step, point by point, with the lamp cord. Have them tell you the principal steps and the key points. Be sure that they know what a principal step is and what a key point is.

Job Breakdown for Tying Fire Underwriter's Knot

Important Steps
Any part of the operation when something happens to advance the work

1. Untwist and straighten
2. Make right hand loop
3. Make left hand loop
4. Put end through loop
5. Pull taut

Key Points
Anything that might make or break the job, injure the worker, or make the work easier

six inches
in front of main strand
toward - under - behind
from back to front
ends even - knot snug

THE APPLICATION

In order to make the total demonstration effective, the principles brought out through correct instruction on the underwriter's knot should also be applied to some farm, home, industry, or office job. It should be a practical job of interest to the group, and one that can easily be demonstrated in the meeting place.

Tell the group that you have this training job to do tomorrow and then monologue the job breakdown as you do the job, writing the steps and key points on the blackboard as you develop them. Call up another learner and put on correct instruction, using the four steps and the breakdown that is still before the group on the blackboard.

Conclude the meeting by commenting briefly on the points brought out on the back of the card or folder in regard to what needs to be done in preparation for a new worker.

If time permits there should be further group participation in making job breakdowns and a discussion of their importance.

If the meeting is to be followed by a practice period at a later date, instructions should be given in regard to it.

EVALUATION IN EXTENSION WORK*

Presented By

Barnard Joy

Assistant to Administrator, Agricultural Research Administration, USDA

Definition

Evaluation is carried out for only one purpose - to provide information for the improvement of one's job. Evaluation means finding out the value -- finding out the success or failure of some thing -- finding out whether some activity or action is "good" or "bad."

Regardless of whether or not we know the definition of the word Evaluation, we all are evaluating. I suppose the important corollaries of this fact are, first, that a large number evaluate without realizing it - and, second, that a large amount of evaluation is carried out incorrectly, resulting in incorrect and misleading conclusions.

Steps in Evaluation

Now let us turn to the basic steps in evaluation. (I might say that these steps are fundamental also to basic research or to field studies or surveys).

These steps I have reduced to six main ones:

1. What do you want to evaluate (project, activity, method, etc.)?
2. What is its objective (purpose, aim, goal)?
3. What evidences of its success or failure will you look for?
4. From whom will you get these evidences?
5. How will you get these evidences?
6. How will you use the information?

Pitfalls in Evaluation

Looking at these six steps again, all together, let's consider where the most common pitfalls of evaluation lie. The first one is clarifying the objective in step 2. You simply cannot evaluate anything except in the terms of the objectives of the job you are trying to do. The second pitfall lies in step 3. Are the evidences you are looking for actually evidences of your success in reaching the objective you had named, or are

*Prepared by Laurel K. Sabrosky, Division of Field Studies and Training, Extension Service, USDA.

their evidences of something else? One so often hears a person evaluate his success as a person or as a worker in terms of his salary. If money was the objective of that person, then salary is the evidence. But only then.

The third pitfall lies in step 4. If you get your evidence from biased sources or from sources which do not represent all possible sources, then you don't know whether the answers you get mean anything or not. Let us take a real example. A county agent sent out a card to a mailing list in his office asking each of them whether or not they wanted a certain service continued. Twenty percent of those receiving the card answered. Most of them answered, Yes, they wanted the service continued. Say he sent out 1000 cards. Twenty percent, or one-fifth, answered. That means that 200 answered and 800 didn't. He decided the people wanted him to continue this service. I couldn't make that decision. I'd want to know what the other 800 wanted. They might have also wanted him to continue, or they might have been neutral on the question, or they might not have wanted him to continue and just didn't bother to return the card. I wouldn't know which. Or there might have been a combination of all three kinds. He would have known a lot more if he had selected 200 out of the 1000 by some method that gave everyone an equal chance of being selected, sent them cards, and then followed up on those 200 cards until he had a complete response. Then, his answers would represent what all 1000 thought. We all know it is hard to get back complete returns of reports from the people. And we need this information in evaluating our work - to know what the people are doing. It is much better to select those to whom you will send the request, rather than to request everyone to answer and then get only a small, partial response.

Place of Annual Reports in Evaluation

Extension workers do evaluate all the time. They evaluate in their minds whenever they complete a job or get going on a project. They also evaluate to some degree by getting people to report to them what they have done along certain lines. I know that many extension workers think of the annual report, whether narrative or statistical, as a chore to be done because the State and Federal offices require it. Others think of it, besides a legal necessity, as a record of the work in the county. However, its greatest value is in its use in evaluation.

Annual report data measures some progress or success of those who make them up - if the data are reliable. They can be used constructively in self-evaluation if careful thought is given to what the numbers measure. The "number" factor in the statistical report must not be over-rated. A happy medium of many people "assisted" and of "good assisting," which can be described in the narrative report, should be the goal of the worker.

Place of Evaluation in Extension Teaching

Evaluation is a part of every phase of Extension teaching and service; it is not a separate step in itself. Just as program planning and program execution are carried on continuously through the year, so evaluation is a continuing process. For each job in Extension teaching, for each technique or method used, as well as for the over-all job as a whole, evaluation enters in as soon as a step forward has been made.

EVALUATION OF RETAILER EDUCATION IN ALABAMA

Austin Ezzell

Experience in Alabama is still much too limited to permit accurate evaluation of the educational benefits being derived from the extension project by the retailers. Since the beginning of the organized schools in September, 1951, however, a definite effort has been made to get as much objective information from the retailers who attend as possible concerning their personal opinions of the value of the schools.

The questionnaire we are using at the end of each school now gives them an opportunity to check blanks to indicate their evaluation of each phase of the schools. Then a few weeks following a school in each county, the county agent mails each retailer who attended the school another questionnaire. This also permits the retailer to check blanks that best describe the value of each phase of the school in the light of his experience in using information provided at the school.

Records are now available on only 21 retailers who completed the questionnaire at the end of the school and only 11 who have returned questionnaires to the county agent. The following table shows the breakdown by phases* and the evaluation by retailers at the end of the school:

In this school today, what part of the training do you rate as most helpful to you?

	<u>Of no Help</u>	<u>Of Little Help</u>	<u>Quite Helpful</u>	<u>Very Helpful</u>
1. Buying and handling	<u> </u>	<u> 1 </u>	<u> 4 </u>	<u> 16 </u>
2. Trimming, preparing, and washing for display	<u> </u>	<u> 1 </u>	<u> </u>	<u> 19 </u>
3. Planning a display	<u> </u>	<u> 1 </u>	<u> 3 </u>	<u> 17 </u>
4. Building a display	<u> </u>	<u> 1 </u>	<u> 2 </u>	<u> 16 </u>
5. Keeping display attractive	<u> 1 </u>	<u> </u>	<u> 1 </u>	<u> 19 </u>
6. Overnight storage demonstration	<u> </u>	<u> </u>	<u> 2 </u>	<u> 18 </u>
7. Records & pricing	<u> </u>	<u> 1 </u>	<u> 1 </u>	<u> 16 </u>
8. Special displays	<u> </u>	<u> 1 </u>	<u> 1 </u>	<u> 17 </u>
9. General merchandising ideas	<u> </u>	<u> </u>	<u> </u>	<u> 18 </u>

*Some rearrangement of our teaching materials and time are being made to separate such phases as Buying and Handling, Records and Pricing, etc.

In another part of the same questionnaire three retailers suggested more emphasis should be given on number 1, two on number 3, one on number 4, three on number 7, and one on number 9. New features that were recommended for adding to the school included "how to handle inventory" and "more time for all the school."

Questionnaires returned to county agents several weeks after the schools are summarized in the following table (only 11 have been returned):

How would you now rate the value of the training you had in various phases of the school as listed below? (Please check blanks that apply to you).

	<u>Value of Help Received</u>		
	<u>Little or None</u>	<u>Of Some Help</u>	<u>Very Helpful</u>
A. Buying	<u>2</u>	<u>3</u>	<u>5</u>
B. Handling	<u> </u>	<u>2</u>	<u>9</u>
C. Trimming, preparing & washing for display	<u> </u>	<u>1</u>	<u>10</u>
D. Building a display	<u> </u>	<u>1</u>	<u>10</u>
E. Planning a display	<u> </u>	<u>4</u>	<u>6</u>
F. Keeping display attractive	<u> </u>	<u>1</u>	<u>9</u>
G. Overnight Storage demonstration	<u>1</u>	<u>2</u>	<u>7</u>
H. Records	<u>3</u>	<u>4</u>	<u>3</u>
I. Pricing	<u>2</u>	<u>4</u>	<u>4</u>
J. Special displays	<u>2</u>	<u>2</u>	<u>5</u>
K. General merchandising ideas	<u>2</u>	<u>4</u>	<u>5</u>

Have you made any changes in the following as a result of the school?

Buying yes 6; no 2

Handling yes 7; no 1

Trimming, preparing
& washing for display yes 10

Building a display yes 10

Planning a display yes 10

Keeping display
attractive yes 10

Overnight storate
demonstration yes 4; no 3

Records yes 4; no 4

Pricing yes 4; no 2

Special displays yes 6; no 1

General merchandising
ideas yes 7; no 1

Have the changes you made resulted in great profits in your business?
yes 9; no 1

If so, about what percentage increase have you had? Ave. 5.8%

Would you like to have an opportunity to attend another school on some phase of your business? yes 10

If so, which of the following would you like?

- A. Another produce school with more emphasis on phases not covered in the school you have attended yes 5: no 1
- B. A school on handling, cutting, displaying and merchandising meats, poultry and fish? (In other words, a school on meats similar to the produce school you already have attended). yes 6: no 1
- C. A school on general merchandising methods in the fresh fruit and vegetable department, the dairy department, and the meat department yes 9

As more information is available similar to that reported above the phase of the retailer education project that relates to educating retailers should be easier to evaluate. And upon analysis of such information the emphasis on each phase of the school can be changed as indicated.

EVALUATING THE ILLINOIS RETAIL EDUCATION PROGRAM

W. F. Lomasney

Our program evaluation has been based upon three sources of information:

1. Surveys of people registering in classes and considering these responses on a store basis.
2. Store visits prior to holding meetings in an area and follow-up visits to registered stores at the conclusion of schools.
3. Checking sales and practices of registered retailers with wholesale produce salesmen and suppliers.

In the five communities where we have held clinics, about 10 percent of the potential number of trade outlets have registered in the program. In all sessions and in all areas, however, actual attendance has always exceeded registrations.

Meetings

Another criterion that has been used in Illinois to evaluate our total program has been the appeal of retailer course content to people of varying responsibilities in store operation. Classifying registered attendance at the seven schools conducted from July 30, 1951, through April 24, 1952, we find that of a total of 184 persons attending short courses, only 13 have been clerks, the remainder being from retail management levels and wholesale produce salesmen. Apparently a retail program, based on merchandising and management principles is of interest and value to those who control and influence retail store policies. It is obvious that those from management are the ones we want to reach. Through these people it is possible to initiate not only improved skill practices such as trimming, displaying, and display care of fresh fruits and vegetables at retail, but to extend help to longer-range store organization and operation.

Store visits and in-store service activities included in the Illinois retail program have indicated satisfactorily that our training program has been found practical and profitable. While many improvements and refinements can be made, observation and actual analysis of results at store level indicates a high percentage of acceptance of the principles taught at meetings. Retailers who have attended meetings have reported through questionnaires their own evaluation and acceptance of the course. A summary of retailer response to this survey follows:

SUMMARY OF QUESTIONNAIRES FROM 94 STORIES
July 30, 1951, to April 24, 1952

Short Course in Merchandising Fresh Fruits and Vegetables

1. As a food distributor, has this course been of:
(a) Much value? 62 (c) Little value? 1
(b) Some value? 31 (d) No value? 0
2. Have you been able to apply (or plan to apply) the basic principles presented in this course in your work or business?
YES 82 NO 2
3. Do you believe that we have covered the major problems of produce department operation completely enough in this course?
YES 63 NO 26
4. In using the information provided, do you believe you have increased your volume movement?
YES 67 NO 12
5. Have you used information provided in this course to reduce handling and spoilage losses? YES 78 NO 4
6. Would you attend periodic meetings on special topics to supplement this course?
YES 91 NO 1

If yes, how often should these meetings be held?

Every three months? 48
Every six months? 31
Other 12

AN EVALUATION OF PURDUE RETAIL PRODUCE MERCHANDISING PROGRAM

R. L. Kohls

The Retail Produce Merchandising Program has been one of the activities of the Purdue Extension staff since 1949. During that time, approximately 1600 retail grocery store workers have participated in groups of 8 to 10 in the one-day training schools. These schools have been conducted in the special trailer which serves as the mobile classroom of the program. In order that the program might better meet the needs of the retailer, it was decided to attempt to evaluate the present program and its results in as objective a manner as possible.

There was no check survey made of practices in existence before the program started. This made it impossible to check changes which had occurred within a given store. The approach of asking stores what changes had been made during the period of the program (1950-1951) was ruled out as one which would give biased results.

The method used to obtain the results reported below was a mail questionnaire ascertaining what practices were currently followed. Two groups were surveyed - the group which had taken the Purdue training and a group which had not. The purpose was to ascertain whether there was a significant difference in the two groups which could be attributed to the training program.

Analysis of Differences Between Trained and Untrained Retailers

The Purdue program was considered to cover several basic subject areas. These were freshening (trimming) practices, display principles and demonstration, methods of determining prices and store analysis methods, day care and night care of produce. Questions were devised to explore each area. Each question offered several answer possibilities including those which the training program approved or disapproved. Both the trained and untrained groups received the same questionnaire except the untrained were not asked to evaluate the program. The results of the analysis of the survey data indicate a difference for the small stores in nine of the twelve practices investigated; for the large stores, in five of the twelve. More of the trained operators washed their produce as a general practice. More of the trained operators tended to vary their produce arrangements and maintained a presentable display appearance during the day. These were taken as indications of improved display techniques. More of the trained operators calculated mark-ups and put price tags on all items. More trained operators also followed improved practices of sprinkling in day and night care.

Evaluation of Program by Trainees

Those who have taken the program were asked to evaluate the program in two ways. They were to rank the subject matter in order of its importance to them. In addition, they were to suggest a reallocation of the time given to different phases. These results are shown in Tables 1, 2, and 3.

The results shown in Tables 1 and 2 probably are biased by the order in which the subject area was listed on the questionnaire. Because of this possibility, the "spread" in rankings may be as important a key to the feeling of the respondents as the ranking itself. The work on freshening and displays ranked high. The work in day and night care of produce and general store analysis ranked low.

It is interesting to compare the above ranking with the suggested changes in time allocation (Table 3). The replies which definitely reallocated the time showed a tendency to decrease the time spent on freshening, display principles and day and night care of produce. Increased time was desired in the area of display demonstration and study of methods of analyzing the store.

Forty respondents took time to write comments on the questionnaire. Suggestions and criticisms fell into two categories - those concerning methods and those concerning subject matter.

In commenting upon the methods used in the training program several mentioned that more call-backs and more attention to the individual store problems after the training was needed. Others stated that "more emphasis should be placed on speed instead of making each head of lettuce a masterpiece - remember labor is expensive." More night classes were also requested.

In commenting upon the subject matter, several asked for more attention to and information on the various seasonal items. One wanted to know, "what part of the country comes in with what produce at what time?" One wished to have the merits of various refrigeration techniques taught; another wished information on store layout and design. Still another suggested training the wholesaler in correct handling methods.

It would appear that the program and instructors have been well received by those who have taken the program. The great majority were highly favorable to the program. Also, the comments indicate that the operators are interested in additional information in a board area.

Table 1. Percent Different Rankings Were Mentioned for Each Subject Area, Stores Under \$100,000 Annual Business*

Subject Area	Ranking of Importance						
	1	2	3	4	5	6	7
	Percent						
Freshening Practices	59	21					
Display Principles	27	30	27				
Display Demonstration		31	25	19			
Price Determination			19	26	19		
Store Analysis					30		37
Day Care				15	15	21	
Night Care						42	32

* Percentages given account for 60% or better of total ranking for each subject area

Table 2. Percent Different Rankings Were Mentioned for Each Subject Areas, Stores Over \$100,000 Annual Business*

Subject Area	Ranking of Importance						
	1	2	3	4	5	6	7
	Percent						
Freshening Practices	79						
Display Principles		51	19				
Display Demonstration		54	37	16			
Price Determination			16	34	26		
Store Analysis					18	13	39
Day Care				16	19	35	
Night Care						29	43

* Percentages given account for 60% or better of total ranking for each subject area.

Table 3. Changes Suggested in Time Allocation Among Subject Areas Covered By The Purdue Retail Training Program

Subject Area	Time Now	Suggested Changes		
	Allotted (percent)	Increase	Decrease	No Change*
		(Percent of total)		
Freshening Practices	35	12	63	25
Display Principles	20	16	46	38
Display Demonstration	15	50	23	27
Price Determination	10	17	22	61
Store Analysis	5	61	0	39
Day Care	8	30	44	26
Night Care	7	14	64	22

* Several replies did not allocate the time for the individual areas, but merely indicated the current division was satisfactory. These replies are not reported here.

QUALITY CONTROL DEMONSTRATION

Stanley Rosenberger, Florida
and
Harold Hoecker, Maryland

To substitute actual store conditions as near as possible for the workshop group to work with, three produce cases were used in the classroom. One case was a wet rack, another was an ice rack, and the third was mechanically refrigerated. These cases were loaded with produce to provide the group with practice in day maintenance and night care necessary for the different methods to give reasonable quality control.

Since the entire group was too large to effectively work on one case at a time and there were three cases to maintain, the group was divided into three groups. These three groups were rotated so that one full day was spent on each type display case by each group. This gave everyone a chance to handle and observe merchandise kept by the three systems.

Naturally by the fourth day many of the more perishable items were showing definite signs of distress. These distress signs were used to illustrate the importance of retail inventory control adjusted by sales, and to stress the importance of speed in turning over the more perishable merchandise. Regardless of the display fixtures used, inventory control and rate of turnover play a very large part in quality control.

Freshness and appearance indicate quality as far as the consumer is concerned and therefore play an important role in making impulse sales when good display principles have been used.

EVALUATION OF CLINIC

Roy S. Beck, USDA

A teaching job is not complete until some check or appraisal of progress is made as an aid to future program development. The evaluation procedures for this clinic were designed primarily to:

1. Get the reactions of the State participants regarding the planning procedures used and the general organization and content of the program as an aid to planning future conference programs.
2. Provide an opportunity for each participant to take stock of the status of his own training and follow-up needed in his program development.
3. Provide the Federal Extension Service with information that will help in developing follow-up programs with State workers.
4. Provide an example of one method of evaluation.

Procedures

1. At the opening session, each participant was given a sheet of paper and asked to "list specific needs about which you expect to receive information at this clinic."
2. These needs were then tabulated and mimeographed.
3. At the evaluation session at the close of the clinic, each participant was asked to rate the information provided to meet their needs in three main categories: "Just What I Need," "Some But Not Enough," "Very Little." This provided a means for each individual to take an inventory useful to himself and useful for follow-up work from the Federal office. Each participant was also asked to give his reactions to the planning procedures and organization and content of the clinic program; also, what follow-up was needed by him in his State or by assistance from the Federal Extension Service.
4. The "huddle group" method of reporting reactions to the whole group was used -- as a means of getting full participation. The group was divided into huddle groups of five. These huddle groups each selected their spokesman. Fifteen minutes was allotted for discussion by these huddle groups of:
(1) Reactions to general organization and content of the program, and (2) Expected follow-up anticipated by participants when they get home. Fifteen minutes were then provided for the group spokesmen to report.

Some Results Reported

1. General reactions of "huddle groups" -- A full program of useful information providing motivation for challenging present State programs to further improve them.
2. Summary of answers to specific questions on questionnaire.
 - (a) Method of determining program -- Of the 20 specialists answering this question, 13 thought the specialists should participate in both general and specific plans, 3 said - participate in general planning only, and 4 said leave the planning to a representative committee.
 - (b) Length of daily sessions : Too long 7 Just right 13.
 - (c) Length of program in days: Too long 3 Just right 17 Too short 1
 - (d) General organization and content of program. (Each State participant was asked to rate each item. The following is a summary showing how many participants rated each item Strong - All Right - or Weak):

	<u>Strong</u>	<u>All Right</u>	<u>Weak</u>
(1) Opportunity for exchanging ideas and experiences	<u>12</u>	<u>5</u>	<u>4</u>
(2) Consideration of food retailers educational needs and scope of Extension job	<u>6</u>	<u>11</u>	<u>4</u>
(3) Consideration of program development (planning, evaluating, reporting)	<u>7</u>	<u>11</u>	<u>2</u>
(4) Methods and techniques of doing the job	<u>12</u>	<u>6</u>	<u>2</u>
(5) Subject matter and educational materials	<u>10</u>	<u>10</u>	<u>2</u>

ATTENDANCE
EXTENSION RETAILER EDUCATION CLINIC

Alabama Polytechnic Institute
Auburn

Austin Ezzell

University of Connecticut
Storrs

Bill Drew
Kirby Hayes

University of Florida
Gainesville

Stanley E. Rosenberger

University of Hawaii
Honolulu

Jack Ishida

University of Illinois
Urbana

W. F. Lomasney

Purdue University
Lafayette, Indiana

J. C. Bottum
R. H. Bauman
E. L. Butz
C. B. Cox
C. J. Echterling
L. E. Hoffman
R. L. Kohls
E. C. Oesterle
H. J. Reed
J. E. Young

University of Maryland
College Park

Harold Hoecker

University of Massachusetts
Amherst

Fred E. Cole

Michigan State College
East Lansing

Mary Bodwell
Ray A. Higgins
George N. Motts

University of Missouri
Columbia

Ted Joule
James Reynolds

University of New Hampshire
Durham

L. A. Bevan
Norman F. Whippen

Cornell University
Ithaca, New York

Lloyd Davis
George Johannessan
Maurice Bond

Ohio State University
Columbus

R. C. Scott

Pennsylvania State College
State College

A. Kermit Birth

University of Tennessee
Knoxville

A. W. Woodard

Virginia Polytechnic Institute
Blacksburg

Robert J. Krueger

University of Wisconsin
Madison

John I. Kross

New England Council

Charles Eshbach
Lewis Norwood

Federal Extension
U. S. Department of Agriculture
Washington, D. C.

R. S. Beck
H. M. Dixon
Milo G. Lacy

Agricultural Research Administration
U.S. Department of Agriculture
Washington, D. C.

Barnard Joy

Bureau Plant Industry
U.S. Department of Agriculture
Washington, D.C.

Bill Lewis

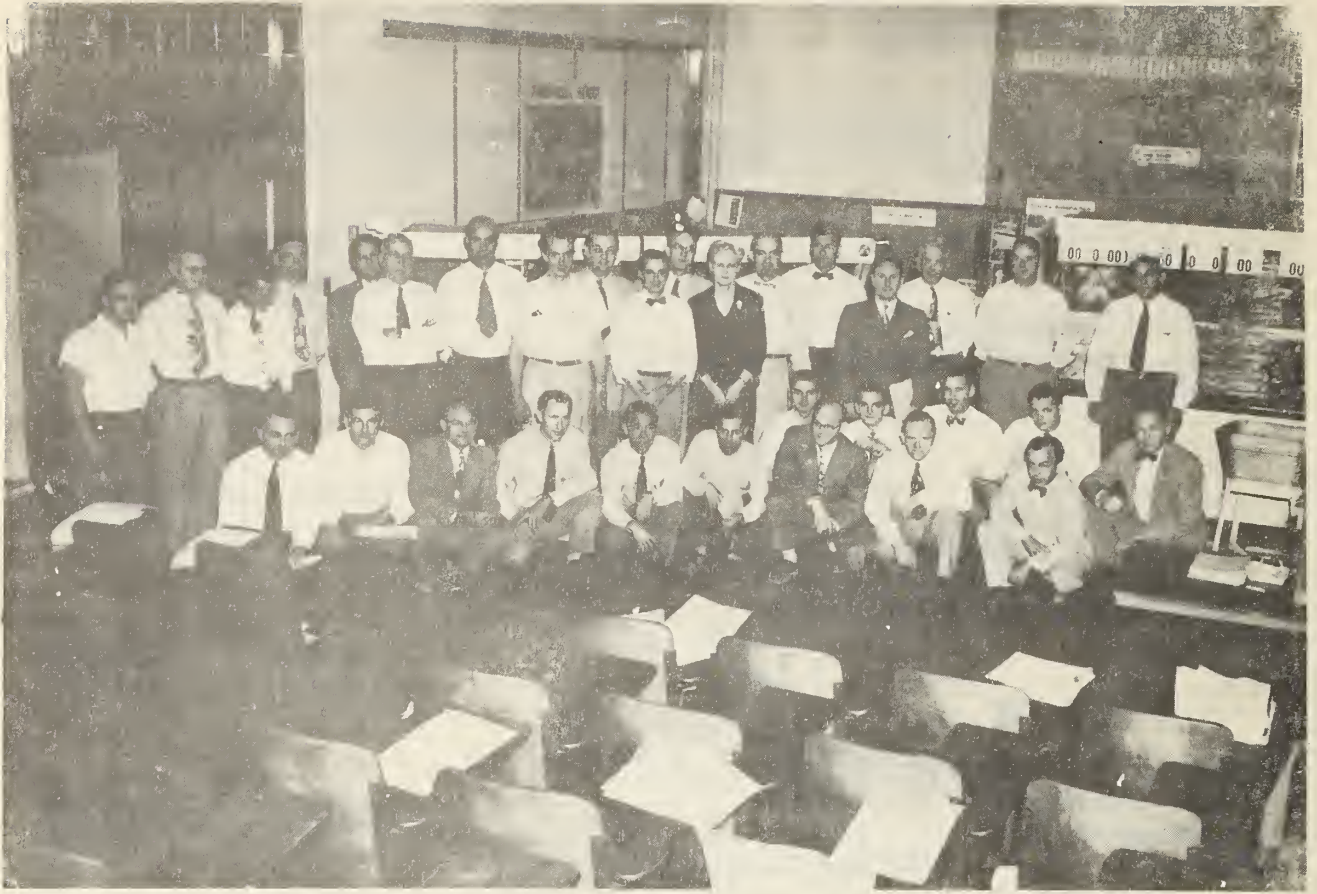
W. H. Longenbaker, Director, IGA Engineering Division, Chicago, Illinois

Lee S. Thomson, Jr., Produce Director, National Assoc. of Retail Grocers,
Chicago, Ill.

Ben B. Vail, Food Marketing Research and Merchandising Services, New York, N.Y.

W. E. Long, Owens Illinois Glass Company

G. Elwood Hookey, Dept. of Distributive Education, Indiana University,
Bloomington, Indiana



After five days of conference, spiced heavily with informal recreational activities, the group poses for a picture. Left to right -

Front row kneeling; Earl Butz, John Kross, Ray Scott, Kermit Birth, Jack Ishida, George Motts, Bob Krueger, Norm Whippen, Bill Lomasney

Short row kneeling; Eric Oesterle, Jim Young, Ray Higgins, Stan Rosenberger, J. C. Bottum

First Row standing; Bill Drew, Austin Ezzell, Harold Hoecker, H. M. Dixon, Charles Eshbach, Lloyd Davis, Kirby Hayes, Mary Bodwell, Roy Beck, George Johannessan, Ronald Bauman

Back row standing; Dick Kohls, Cliff Cox, Ted Joule, Milo Lacy, Jim Reynolds, Lew Norwood, Fred Cole

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Prepared by Clifton B. Cox, Purdue University

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I. Meat Packaging

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J. Merchandising and Advertising

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5. Rasmussen, Quitslund, and Cake, Hucksters and Pushcart Operators as Retailers of Fruit, Cornell AES Bul. 820, 1945.
6. Rasmussen, Quitslund, and Cake, Fruit and Vegetable Stores as Retail Outlets for Fruit, Cornell AES Bul. 815, 1945.
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EXTENSION RETAILER EDUCATION CLINIC

June 1 - 6, 1952

PURDUE UNIVERSITY
LAFAYETTE, INDIANA

ALL SESSIONS TO BE HELD IN HORTICULTURAL BUILDING AUDITORIUM

Sunday Evening - June 1

6:00 - 7:00 P.M. Registration

7:00 - 8:30 Summary of State Programs - Chairman: H. M. Dixon,
Extension Service, USDA -
(Highlights of "what" is being done and
"why" in retailer marketing work)

Maryland	Virginia
Massachusetts	Tennessee
Missouri	Florida
Rhode Island	Alabama
Oklahoma	Indiana
Connecticut	Illinois
New Hampshire	Wisconsin
New York	Michigan
Pennsylvania	Hawaii

8:30 Exhibits

Monday Morning - June 2

Chairman: R. S. Beck, Extension Service, USDA

- 9:00 - 9:30 A.M. Marketing and Marketing Relationships in the Over-all Agricultural Program - H. J. Reed, Dean, School of Agriculture and Director of Extension Service and member of the Agricultural Research Policy Committee- (The importance of marketing in agriculture and relative importance of retailing in the marketing chain)
- 9:30 - 10:00 The Job Ahead - E. L. Butz, Head, Dept. of Agricultural Economics, Purdue University - (What Extension Can Do!)
- 10:00 - 10:30 Extension's Challenge - L. A. Bevan, Director of Extension Service, New Hampshire - (What Extension Must Do!)
- 10:30 - 10:40 Intermission
- 10:40 - 11:00 Discussion
- 11:00 - 11:30 Farmers Market Programs - George Motts, Michigan - (Helping growers merchandise their produce on farmers markets)
- 11:30 - 12:00 Retailer-Grower Programs - Lloyd Davis, New York - (That there may be more for all)
- 12:00 - 1:00 P.M. Lunch

Monday Afternoon - June 2

Chairman - F. E. Cole, Mass.

- 1:00 - 2:00 Problems and Educational Needs of Food Retailers - Ben B. Vail, Food Marketing Research and Merchandising Services - (Ben has been close to Extension's work with retailers from the early beginning, as an interested member of an RMA industry advisory committee and as a consultant to the Extension Services at several State colleges when they were considering expanding their marketing program into this field. What he has to say will be of interest to all hands).
- 2:00 - 3:30 Receiving, Handling and Preparation for Display - Ray Higgins, Michigan - (An actual demonstration and participation of freshening produce for display)
- 3:30 - 4:00 Discussion
- 4:00 - 4:30 Quality Control Demonstrations by Groups - Chairman: Stanley Rosenberger, Fla. (Demonstrating quality control of produce using three methods of handling).

Monday Evening - June 2

- 7:30 - 10:00 Bowling Leagues - Jim Young in charge.

Tuesday Morning - June 3

Chairman - Milo Lacy, Extension Service, USDA
G. Elwood Hookey, Indiana University, Assisting.

- 8:00 - 9:50 A.M. Job Instruction Training Demonstration by
 Working Groups - (Practical teaching methods)
- 9:50 - 10:00 Intermission
- 10:00 - 11:45 J. I. T. in Action - (Demonstrations and discussion)
- 11:45 - 1:15 Luncheon Meeting - Training Extension Personnel
 for Retailer Education -
 Lee S. Thomson, Jr., Produce
 Director, National Association
 of Retail Grocers

Tuesday Afternoon - June 3

- 1:15 - 2:50 Principles of Display - Eric Oesterle, Indiana
 (An actual demonstration and participation of
 displaying produce for maximum sales)
- 2:50 - 3:00 Intermission
- 3:00 - 4:00 Quality Control Research - Bill Lewis, Bureau
 Plant Industry - (The latest research in
 temperature and humidity control for maintaining
 quality in produce)
- 4:00 - 4:15 Quality Control Demonstrations by Work Groups -
 Chairman: Stanley Rosenberger, Florida

Tuesday Evening - June 3

- 6:00 - 8:00 Dinner Meeting - Lincoln Lodge, West Lafayette
 Chairman: L. E. Hoffman, Associate Director Agri-
 cultural Extension, Purdue University - "Sad Sam
 The Grocery Man" - A one-act play. Characters? -
 Yes, indeed!!!

Wednesday Morning - June 4

Chairman: Norman Whippen, New Hampshire

- 8:00 - 9:50 A.M. The Whys and Wherefores of Store Layout - W. H. Longenbaker, Director, IGA Engineering Division
(An outstanding store engineer speaks)
- 9:50 - 10:00 Intermission
- 10:00 - 11:00 Prepackaging - Lew Norwood, New England (A practical demonstration on teaching prepackaging techniques to food handlers)
- 11:00 - 12:00 Pricing - Milo G. Lacy (What is involved - an approach to teaching it)
- 12:00 - 1:45 P.M. Lunch - "Grocery Store Food Facts" - (A presentation of recent developments in the grocery industry)

Wednesday Afternoon - June 4

Chairman: John Kross, Wisconsin

- 1:45 - 3:00 Look to Research - Barnard Joy, Agricultural Research Administration; R. L. Kohls, C. B. Cox, Indiana (A summary of applicable research and what is needed)
- 3:00 - 3:30 Discussion
- 3:30 - 4:00 Quality Control Demonstrations by Work Groups - Group leaders

Wednesday Evening - June 4

- 4:15 - 8:00 Bar-B-Que and Picnic at the Hills - C. J. Echterling, cook. Fun, frolic, food - for all.

Thursday Morning - June 5

Chairman: Lewis Norwood

- 8:00 - 10:00 A. M. Panel Discussion - Methods of Organizing Retailer Education Programs - (Approaches of Michigan, Indiana, Illinois, Florida, Alabama, New York)
- 10:00 - 10:05 Intermission
- 10:05 - 11:00 Methods of Evaluating Programs as a Means of Improving Program and Reporting Progress -
Barnard Joy, Agricultural Research Administration, USDA
- 11:00 - 12:00 Panel - Evaluating a Retailer Program - Lomasney, Ezzell, Kohls
- 12:00 - 1:00 P. M. Lunch

Thursday Afternoon - June 5

Chairman: Kermit Birth, Penna.

- 1:00 - 2:00 How We Can Work Together More Effectively -
Chas. Eshbach, New England - (Exchange of information and materials. Developing materials and outlines. Publicity and public information)
- 2:00 - 3:00 Meeting Another Educational Need of the Retailer -
C. J. Echterling, Indiana, T. Joule, Missouri
(Explanation and demonstration of poultry school)
- 3:00 - 4:00 Discussion and Evaluation of Four-Day Quality Control, Display and Handling Demonstration-
Group leaders

Thursday Evening - June 5

- 6:00 - 7:30 Dinner Meeting - West Faculty Lounge, Purdue Memorial Union - Grocery Store Research - W. E. Long, Owens Illinois Glass Co.
- 8:00 - 10:00 Bowling Leagues

Friday Morning - June 6

Chairman: J. C. Bottum, Economic Extension, Indiana

- 8:00 - 9:00 A. M. Meeting Another Educational Need of the Retailer -
J. E. Young, Indiana - (Explanation and demon-
stration of meat school)
- 9:00 - 9:50 Use and Preparation Tips for Selling Produce -
Mary Bodwell, Michigan (Your produce is not
sold until your customers know how to use it.)
- 9:50 - 10:00 Intermission
- 10:00 - 11:00 Extension's Job in Meeting Problems and
Educational Needs of Food Handlers - As we
see it now - (Committee report)
- 11:00 - 11:45 Evaluation of Workshop - Roy S. Beck

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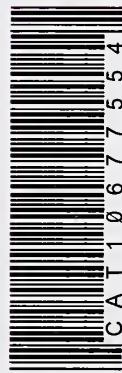
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Report

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